Third Grade
Informational Reading:
Understanding Expository, Narrative and Hybrid Informational Text
Unit 4
10/30/2015

This unit is currently under Pilot and Review. Please note revisions will be done August 2016
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- See Separate Packet
Abstract

In third grade Unit 4 Informational Reading, students read expository, narrative, and hybrid informational text.

In the first concept, Readers determine importance and synthesize when reading informational text; readers learn strategies that help them determine the main idea and supporting details and fit all the text together as they become experts on their topics. As they read, readers will see the importance of previewing the text, using text features to predict how information is organized, and think about subtitles as they study pages of expository text. Readers are expected to use a “boxes and bullets” note-taking strategy to organize the information they’ve read and use their notes to talk with partners about their topics. Readers will learn to respond to text based on prior knowledge and life experiences and generate possible central messages based on what they know and have read.

In the second concept, Readers determine text structures and synthesize when reading informational text; readers use their knowledge of the way informational text is organized to notice descriptive, chronological, comparison, cause and effect and problem and solution structures within and across sections of text. Readers learn ways to take notes not only to understand the text structure but also to understand the content of what has been read. Readers acquire organizational strategies for explaining the content of their topics to their partners.

In the third concept, Readers fit text together to teach others; readers learn strategies for overcoming the challenges of solving unknown words and their meanings and fitting that learning into the text for understanding. Readers will look for parts they know, use synonyms and think about the context of the text in the midst of reading, in order to teach others about their topics.

In the fourth concept, Readers read narrative informational and hybrid informational texts; readers will learn ways to differentiate and read narrative informational, hybrid informational and expository text. Readers learn that similar strategic work is required for understanding all types of informational text. Readers will shift their focus from expository text to narrative informational and hybrid informational text. Readers will use what they know about reading narrative text to read and understand narrative informational text, including biographies. Readers will see that knowing how to study character brings strength in reading and understanding narrative informational text. Readers will study people, as they did characters, by noticing and thinking beyond the person’s actions, motivations, challenges and success. Furthermore, Readers will use what they know about text structures, expository text and narratives to read hybrid informational text. Readers will ultimately think about the big ideas the text is teaching and learn to retell their information interjecting their own inferences and thinking to synthesize all the information.

The building of these concepts and the students’ proficiency of strategy use hinges on teachers utilizing; read aloud with accountable talk, mini-lessons, guided reading and strategy groups, one on one conferences, and partner conferences.
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Background Information

Readers have had multiple opportunities to focus on informational text while reading throughout their kindergarten – second grade years. This is not their first unit of study with a focus on close reading of informational text. Plan to read aloud numerous and varied types of informational texts across the unit of study. Expository, narrative informational and hybrid informational are referenced throughout the unit and utilized in mini-lessons. (If teacher reflection concludes that teacher learning is required to understand these types of informational text, two articles have been referenced at the bottom of this background section.)

Assessment is always ongoing. Opportunities to see reader’s thinking in light of the objectives of the unit will come in the form of listening to the talk of readers during read aloud with accountable talk, partnerships, and conferences. Furthermore, reader’s thinking will be evidenced in flagged pages, personal jots, and the class jot lot. Take the time to listen to a reader read aloud if there is daily concern from lack of transference of the teaching point, lack of understanding or if there is uncertainty about appropriate reading level. The unit is clearly targeted on comprehension strategies and therefore, strategies for assessing comprehension will be put into play from start to finish.

A collection of informational texts, consisting of expository, narrative informational and hybrid informational is required in this third grade unit along with the already established book bags, folders, post-its and notebooks. Readers will think about and use strategies for understanding informational text as long as they are reading it.

The first part of the unit focuses specifically on expository text. Some teachers organize crates of text around large topics, like marine life. Other teachers organize crates based on reading levels. Either way, the expository text focus requires that the classroom library showcase expository text for student shopping. Mid-unit teachers will plan to add narrative informational and hybrid text to students’ selection of informational text. The final concept in the unit shifts to narrative informational and hybrid text. By this time, the classroom library should also shift to reflect the change in informational text types. Some teachers arrange crates of books by biographies and narrative informational by topic. Teachers need to think about the amount of informational books needed based on readers reading rate and levels. Of course, teachers will be limited by the established book resources of their classroom, school or district, unless they enlist the resources of a township library. Teachers will want to take the extra steps to match readers to levels as well as readers to titles, especially for those whose first interest is not informational reading.

Teachers may want to consider rotating partnerships based on informational reading interests, hobbies and curiosities. Some teachers survey readers and make partnerships based on aligned interest and close reading levels for an informational unit of study. It is not necessary for partners to read the same title of informational text throughout this unit, but this structure could be a consideration. Partners may instead read on similar topics (electronics) and when given time to talk can share their learning and knowledge related to their study. This allows for the content under discussion to be alike while bringing in different points of view and content related to the topic.

Readers will continue to also shop for, read and log narrative just right text. Many classroom teachers will allocate minutes for reading informational text related to the mini-lesson and minutes allocated to reading narrative text. This is in an effort to help readers maintain and progress in narrative reading levels, pace and rate while at the same time teaching informational reading strategies. In summary, student’s book bins or bags will hold informational text of different types and narrative text with all reading completed documented on their reading log.

Additionally, read aloud with accountable talk is occurring daily in support of all informational reading comprehension work. Many informational titles have been read aloud at this point (possibly even from science and social studies) and may be suitable for referencing and utilizing in mini-lesson demonstrations. Continue to read aloud demonstrating the way in which proficient readers weave multiple strategies together as they turn the pages, to understand informational text, while also giving readers the chance to try this rigorous thinking with guidance. The hope is that readers will have experienced multiple titles and types throughout this informational unit during read aloud with accountable talk. Teachers may decide to choose some of the read aloud books based on titles suggested in this unit, known classics or teacher favorites, as well, as readers’ reading levels and interests. Texts of varied lengths, authors and types of informational text will support the unit of study.

The third grade social studies or science content could be a focus in text content for mini-lesson demonstrations to showcase weaving content area standards into the reading workshop block of time throughout the first three concepts of this unit. Teachers
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just need to alter book suggestions throughout the unit. This is an option of course, and teachers will find that some of the text utilized throughout the unit of study does connect with third grade science concepts.

Articles for teacher learning:

“What is the difference between a Nonfiction Narrative and Informational Text?”  http://classroom.synonym.com/difference-between-nonfiction-narrative-informational-text-2922.html

“Informational Texts and the Common Core Standards: What are they talking about anyway?” By Beth Maloch and Randy Bomer (helps distinguish types of informational text, including hybrid informational)  http://www.literacyinlearningexchange.org/sites/default/files/informational-texts-and-the-common-core_lajuly2013.pdf
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Resources and Materials Needed

- See Resource Packet Unit 4

<table>
<thead>
<tr>
<th>Fountas and Pinnell Levels</th>
<th>DRA Levels</th>
<th>Number of Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-C level readers</td>
<td>A- 4</td>
<td>10-15 books</td>
</tr>
<tr>
<td>D-K level readers</td>
<td>6-20</td>
<td>6-10+ books</td>
</tr>
<tr>
<td>L-N level readers</td>
<td>24-30</td>
<td>5-8 books, chapter, informational, and favorites</td>
</tr>
<tr>
<td>O-Q level readers</td>
<td>34+</td>
<td>2 chapter books, informational, and favorites</td>
</tr>
<tr>
<td>R-T</td>
<td>40</td>
<td>2 chapter books, informational, and favorites</td>
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<tr>
<td>U-W</td>
<td>50-60</td>
<td>2 chapter books, informational, and favorites</td>
</tr>
<tr>
<td>X-Z</td>
<td>70-80</td>
<td>2 chapter books, informational, and favorites</td>
</tr>
</tbody>
</table>

- Third grade readers from a school where Reading Workshop is aligned K-3 will have many routines and procedures in place on the first day of school. Teachers will want to establish the routines and procedures quickly for shopping, which should be done outside of the reading workshop block of time (before or after lunch, library day, before the AM bell, after the PM bell, during snack, or when students are finished with a test or an assignment are suggested times). An anchor chart can help remind readers of this procedure.

RESEARCH ON READING RATE: The rate at which readers read matters. If a reader reads Level M text (Magic Tree House) at 100/WMP they will only need two 30 minute reading sessions to complete one book. If they read closer to 200/WMP they will read one Level M book in one 30 minute session. Dependent on reading rate, these readers would complete either 2.5 books in a five day week or 5 books across the 5 day week, respectively. Help readers set goals based on their reading rate to progress through many books. Reading logs help show reading rate, set goals, and show goals met over time.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>WPM</th>
<th>GRADE</th>
<th>WPM</th>
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<tbody>
<tr>
<td>1</td>
<td>60-90</td>
<td>6</td>
<td>195-200</td>
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<tr>
<td>2</td>
<td>85-120</td>
<td>7</td>
<td>215-245</td>
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<tr>
<td>3</td>
<td>115-140</td>
<td>8</td>
<td>235-270</td>
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<tr>
<td>4</td>
<td>140-170</td>
<td>9</td>
<td>250-270</td>
</tr>
<tr>
<td>5</td>
<td>170-195</td>
<td>12</td>
<td>250-300</td>
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</table>


<table>
<thead>
<tr>
<th>Title</th>
<th>Level</th>
<th>Approximate # of Words</th>
<th>Reading Rate</th>
<th># of Minutes per Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horrible Harry</td>
<td>L</td>
<td>4500</td>
<td>100 WPM/200 WPM</td>
<td>45 Min/25Min</td>
</tr>
<tr>
<td>Magic Tree House</td>
<td>M</td>
<td>6000</td>
<td>100WPM/200 WPM</td>
<td>60 Min/30 Min</td>
</tr>
<tr>
<td>Stone Fox</td>
<td>P</td>
<td>12000</td>
<td>100 WPM/200 WPM</td>
<td>4 Hrs/2 Hrs</td>
</tr>
<tr>
<td>Hundred Penny Box</td>
<td>Q</td>
<td>6000</td>
<td>100 WPM/200 WPM</td>
<td>60 Min/30 Min</td>
</tr>
<tr>
<td>Hatchet</td>
<td>R</td>
<td>50000</td>
<td>100 WPM/200 WPM</td>
<td>8 Hrs/4 Hrs</td>
</tr>
<tr>
<td>Missing May</td>
<td>W</td>
<td>24500</td>
<td>100 WPM/200 WPM</td>
<td>4 Hrs/ 2 Hrs</td>
</tr>
</tbody>
</table>

Allington (2000)

*These are suggestions based on practices utilized by workshop teachers, which meet objectives outlined by the Common Core Standards. Teachers should organize as they see fit, given their resources.
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Teacher Resources
- Gallon-size plastic bag for every reader
- Informational text matching leveled reading range of reader (expository, narrative and hybrid)
- Pens or pencils for readers, stored in bags
- Post-its/sticky notes stored in bags
- Readers Notebooks-composition or spiral
- Pocket Folders –hold logs, book list, conference notes etc.
- Abundance of chart paper
- Abundance of assorted colors and sizes of paper for individual or small group charts
- Abundance of post-it/sticky notes in all kinds of shapes and sizes
- Easel
- Meeting area
- Markers

Professional Resources

None of the suggested book titles in these lessons are needed if you have titles that match the suggested books’ genres and characteristics. In other words, there are thousands of books that would work during demonstrations and throughout your mini-lesson. The titles in these lessons are all suggestions to help you make choices beyond our recommendations.
Why a Script?

The following unit has been written in script form to help guide and support teachers in implementing effective reading instruction; routines, procedures, strategies and specific instructional vocabulary. In other words, the script serves as a “reading coach” for teachers. Teachers, whether new to the teaching profession or new to reading workshop, or new to some common core standards, may benefit from having detailed lesson plans. The goal is that in time teachers will no longer need a script per se because they will have had time to study and gain procedural knowledge for many of the common core units of study. Also, many teachers feel a script serves as a guide for guest/substitute teachers or student teachers. Please view these scripts as a framework from which to work – rewrite, revise, and reshape them to fit your teaching style, your students, and your needs.

Additional lesson information:

Balanced Literacy Program (BLP) - A Balanced Literacy Program which is necessary to support literacy acquisition includes: reading and writing workshop, word study, read-aloud with accountable talk, small group, shared reading and writing, and interactive writing. Teachers should make every effort to include all components of a balanced literacy program into their language arts block. Reading and Writing workshop are only one part of a balanced literacy program. The MAISA unit framework is based on a workshop approach. Therefore, teachers will also need to include the other components to support student learning.

Mini-lesson- A mini-lesson is a short (5-10 minute) focused lesson where the teacher directly instructs on a skill, strategy or habit students will need to use in independent work. A mini-lesson has a set architecture.

Independent Reading and Conferring - Following the mini-lesson, students will be sent off to read independently. During independent reading time teachers will confer with individuals or small groups of students.

Mid-workshop Teaching Point –
The purpose of a mid-workshop teaching point is to speak to the whole class, often halfway into the work time. Teachers may relay an observation from a conference, extend or reinforce the teaching point, highlight a particular example of good work, or steer children around a peer problem. Add or modify mid-workshop teaching points based on students’ needs.

Partnership Work-
Partnership work is an essential component of the reading workshop structure. In addition to private reading, partnerships allow time each day for students to read and talk together, as well as provide support for stamina. Each session includes suggestions for possible partnership work. Add or modify based on students’ needs.

Share Component –
Each lesson includes a possible share option. Teachers may modify based on students’ needs. Other share options may include: follow-up on a mini-lesson to reinforce and/or clarify the teaching point; problem solve to build community; review to recall prior learning and build repertoire of strategies; preview tomorrow’s mini lesson; or celebrate learning via the work of a few students or partner/whole class share (source: Teachers College Reading and Writing Project).
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Overview of Sessions – Teaching and Learning Points
Alter this unit based on students’ needs, resources available, and your teaching style. Add and subtract according to what works for you and your students.

<table>
<thead>
<tr>
<th>Concept</th>
<th>Readers determine importance and synthesize when reading informational text</th>
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<tbody>
<tr>
<td></td>
<td>Session 1: Readers preview the text before reading by paying attention to text features to tap prior knowledge.</td>
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<tr>
<td></td>
<td>Session 2: Readers pause and paraphrase information by putting it in their own words.</td>
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<td></td>
<td>Session 3: Readers locate main idea sentences within paragraphs.</td>
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<td>Session 4: Readers support the main ideas with key details from the text.</td>
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<td></td>
<td>Session 5: Readers notice new information about the idea that was introduced and fit it into their thinking.</td>
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<td></td>
<td>Session 6: Readers can become experts on a topic and teach others</td>
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<td></td>
<td>Session 7: Readers use a repertoire of strategies to read and understand informational text</td>
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<td>Session 8: Readers determine the meaning of unfamiliar vocabulary words.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Concept</th>
<th>Readers determine text structures and synthesize when reading informational text</th>
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<tbody>
<tr>
<td></td>
<td>Session 9: Readers recognize descriptive structures and use them to organize thinking.</td>
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<td></td>
<td>Session 10: Readers recognize sequential structures and use them to organize thinking</td>
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<td></td>
<td>Session 11: Readers recognize comparison structures and use them to organize thinking</td>
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<tr>
<td></td>
<td>Session 12: Readers recognize cause and effect structures and use them to organize thinking</td>
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<td></td>
<td>Session 13: Readers use graphic organizers to organize their reading and thinking from informational texts.</td>
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<table>
<thead>
<tr>
<th>Concept</th>
<th>Readers Fit Text Together to Teach Others</th>
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<tbody>
<tr>
<td></td>
<td>Session 14: Readers use topic specific vocabulary words to teach others.</td>
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<tr>
<td></td>
<td>Session 15: Readers teach others about a topic they are studying.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concept</th>
<th>Readers read narrative informational and hybrid informational texts</th>
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<tbody>
<tr>
<td></td>
<td>Session 17: Readers distinguish between narrative informational, hybrid informational and informational text</td>
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<td></td>
<td>Session 18: Readers use what they know about characters to study real people</td>
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<td></td>
<td>Session 19: Readers use stories and information to uncover the important ideas narrative/hybrid informational text teaches</td>
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<td>Session 20: Readers notice if there is an obvious point of view in a text</td>
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<td></td>
<td>Session 21: Readers celebrate by sharing all they have learned on a topic, person or event</td>
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Routines and Rituals: Building a Community of Independent Readers

Reading workshops are structured in predictable, consistent ways so that the infrastructure of any one workshop is almost the same throughout the year and throughout a child’s elementary school experience (Calkins, 2005). One means of developing a community of independent readers is to implement routines and rituals that are consistent within and across grade levels.

A few lessons in each launching unit are devoted to the management of a reading classroom. However, depending on student need and experience, additional lessons on management may be needed. Also, it is assumed that many of these routines and rituals go across curricular areas so they will be addressed and taught throughout the school day and not just in reading workshop. This shift in focus allows more mini lessons to be devoted to supporting students in cycling through the reading process and acquiring a toolbox of reading strategies.

The following are a collection of routines and rituals teachers may want to review. Select based on students’ needs.

**Routines**
- Opening Routine
- Mini-Lessons
- Sending children off to work
- Independent work time
- Closing Routine or Share
- Partnerships

**Opening Routine – Beginning Each Day’s Reading Instruction**
- Meeting area/ Room arrangement
- Signal for students to meet for reading workshop
- What to bring to meeting area
- Partnerships at meeting area

**Mini-lessons – The Fuel for Continued Growth**
- Student expectations as they participate in a mini lesson
- Partnership guidelines
- How students sit during a mini-lesson and share

**Sending Children Off to Work – Transition from Mini-lesson to Work Time**
- Expectation to “go off” and get started working
- Dismissal options

**Independent Work Time – Students Working on their Own**
- Assigned reading spots
- Getting started
- Students work initially without teacher guidance and/or conference
- Nature of Children’s Work – Reading focus
- Role of Mini-lesson
- Conversations in Reading Workshop: productive talk, silent reading time & whole-class intervals for partnership talks
- Signal for noise volume
- Mid-Workshop Teaching Point
- Flexible reading groups (strategy or guided reading)
- Teacher conferences
- Productivity – early in the year, later in the year (expectations)
- What to do if you need assistance – Example: “Three before me” (Students must ask three students before asking the teacher.)
Routines and Rituals: Building a Community of Independent Readers, Continued

Closing Routine – Managing the Share Session
- Signal to meet
- Share session at meeting Area
- Celebration of Growth

Partnership Routine – Being an Effective Partner
It is recommended that several mid-workshop teaching points focus on teaching students how to build effective partnerships.
- Turning and Talking – discussing something with a partner per teacher’s guidance
- Who goes first?
- Compliments can be helpful when they are specific
- Constructive suggestions – people can be sensitive about their work, so it’s best to ask questions or give suggestions in a gentle way
- One helpful way to listen (or read) a partner’s work is to see if everything is clear and makes sense
- How partners can help us when we are stuck
- Effective questions to ask partners
- If your partner has a suggestion, it may be worth trying (value the input/role of partnerships)
- Appropriate times to meet with your partner, where to meet with your partner, why to meet with your partner
Read Aloud with Accountable Talk (Interactive Read Aloud)

Read aloud with accountable talk is a critical component of a balanced literacy program. The purpose of read-aloud with accountable talk is to model the work that readers do to comprehend books and to nurture ideas and theories about stories, characters and text. During this interactive demonstration, the teacher has purposely selected text and flagged pages with the intention to teach a specific skill or strategy. The teacher is reading so children can concentrate on using strategies for comprehension and having accountable conversation about the text. Students are asked to engage with the text by responding to one another or through jotting notes about their thinking. The teacher scaffolds children with the kinds of conversation they are expected to have with their partner during independent and partner reading. This demonstration foreshadows the reading work that will be done in future mini-lessons and units of study. In other words, what is practiced and demonstrated in mini lesson should have been modeled and practiced in read aloud before becoming mini lesson content.

Since read-aloud is done outside of Readers Workshop the following planning continuum provides teachers with a map to possible foci within read -aloud. This planning continuum aims to support teachers with upcoming strategies that will be taught in mini-lessons and future units of study.

Suggested Books for Read Aloud and Mini Lesson Use:
Informational text is necessary for read aloud with accountable talk. Teachers will want to vary choices and topics but include expository, narrative and hybrid informational text for read aloud. Cross-curricular text and topics may be suitable throughout this unit. The criteria for choosing informational read aloud texts to support the unit of study should include:

- Text with short sections of information or short in length (Start to finish no more than 2 week read)
- Expository text with varied text structures (descriptive, sequential, comparison, cause and effect)
- Expository informational text containing varied text features (see Text Feature Chart in resource packet)
- Expository, narrative informational and hybrid information texts on topics, people, events of interest to age and experience of readers and touching on current issues
- Text with big ideas and lessons relatable to reader based on age/experiences
- Narrative informational text about people with motivations, actions, failures, and success
- Informational text with an obvious point of view

These criteria and suggested text can be used to choose alternative text throughout the unit based on teacher/school resources.

Text in BOLD print is referenced in mini lessons throughout the unit to serve as examples. Text is expository unless otherwise noted.

Digital Text
- Lives of Cheetahs [video](http://video.nationalgeographic.com/video/cheetah_lifecycleScholastic)
- This is Why You Can’t Outrun a Cheetah [video](https://www.youtube.com/watch?v=V8vOjJVGHd)
- Science of the Bees, Inside the Hive: [video](www.sciencekids.co.nz/videos/animals/bees.html)
- Magic School Bus Episodes: Hybrid Informational Text

Articles
- “In Africa, owl activists work to overcome fear of reviled birds” [article](https://newsela.com/articles/southafrica-owls/id/11135/)
- “Helping the Bee and it’s Habitat before the Food Chain Gets Stung” [article](https://newsela.com/articles/beehive-strategy/id/10049/)
- “God Save the Queen” Bee [article](https://newsela.com/articles/florida-honeybees/id/5417/)
- Sports illustrated for Kids: [www.sikids.com](www.sikids.com)
- [www.newsela.com](www.newsela.com) – Articles on timely world issues written for children based on real stories across the world
- Inspire My Kids: [www.inspiremykids.com](www.inspiremykids.com)

Picture Books
- Cheetahs (True Books) by Ann O. Squire
- The Moon (True Books) by Elaine Landau
- Cheetahs by Laura Marsh, National Geographic Kids by Laura Marsh
- The Moon Seems to Change by Franklyn M. Branley
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- White Owl, Barn Owl by Nicola Davis, Read and Wonder Series by Candlewick Press, Hybrid Informational
- Flight of the Honey Bee by Raymund Huber, Read and Wonder Series by Candlewick Press, Hybrid Informational
- What If There Were No Bees? By Suzanne Slade (obvious Point of View)
- The Magic School Bus Inside a Beehive, Magic School Bus series, Scholastic, Hybrid Informational
- Honey Makers by Gail Gibbons
- Owls by Gail Gibbons
- Owls by Laura Marsh
- The Right to Learn: Malala Yousafzai’s Story, by Rebecca Langston-George, Biography- Please note the book The Right to Learn: Malala Yousafzai’s Story does reference the shooting of Malala on the bus. Teachers may choose one of the other books recommended based on the sensitive nature of this book.
- A Picture Book of Cesar Chavez by David Adler, Biography
- Electrical Wizard: How Nikola Tesla Lit Up the World, by Elizabeth Rusch, Candlewick Biographies
- Girls Think of Everything by Catherine Thimmesh (Collection of short biographies)
- The Moon Book by Gail Gibbons

Short Chapter Books (50-100 pages)
- Who Was? Series, (biography) Published by The Penguin Group, www.penguin.com/youngreaders, Narrative Informational

Reading Aloud and Reading Workshop Focuses Across the Year

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>January</th>
<th>February/March</th>
<th>April/May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informational Text: Understanding expository, narrative and hybrid informational text Utilize nonfiction expository, narrative informational and hybrid informational</td>
<td>Readers Interrupt Poetry Utilize free verse poetry. Turn to informational expository, narrative nonfiction and hybrid nonfiction final week</td>
<td>Informational Text Research Utilize a variety of informational text and resources to research a class shared topic connected to science or social studies</td>
<td></td>
</tr>
<tr>
<td>Read Aloud Books</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>- Text with short sections of information or short in length (Start to finish no more than 2 week read)</td>
<td>- Short free verse poetry</td>
<td>- Text with short sections of information or short in length (Start to finish no more than 2 week read)</td>
<td></td>
</tr>
<tr>
<td>- Expository text with varied text structures (descriptive, sequential, comparison, cause and effect)</td>
<td>- Expository and narrative</td>
<td>- Expository text with varied text structures (descriptive, sequential, comparison, cause and effect)</td>
<td></td>
</tr>
<tr>
<td>- Expository informational text containing varied text features (see Text Feature Chart in resource packet)</td>
<td>- Poems with big ideas, lessons and themes relatable to readers</td>
<td>- Expository informational text containing varied text features (see Text Feature Chart in resource packet)</td>
<td></td>
</tr>
<tr>
<td>- Expository, narrative informational and hybrid information texts on topics, people, events of interest to age and experience of readers and touching on current issues</td>
<td>- Poems with figurative and sensory language</td>
<td>- Maps, photographs, digital literacy, interviews, websites</td>
<td></td>
</tr>
<tr>
<td>- Text with big ideas and lessons relatable to reader based on age/experiences</td>
<td>- Poems with line breaks and stanzas</td>
<td>- Expository, narrative informational and hybrid information texts on topics, people, events of interest to age and experience of readers and touching on science or social studies issues</td>
<td></td>
</tr>
<tr>
<td>- Narrative informational text about people with motivations, actions, failures, and success</td>
<td>- Poems with obvious point of view</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Informational text with an</td>
<td>- Anthologies of poetry Suggestion: All the Small Poems and Fourteen More by Valerie Worth, Brown Honey in Broomwheat Tea by Joyce Carol Thomas, Honey I Love You by Eloise Greenfield.</td>
<td></td>
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</tr>
</tbody>
</table>

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### Read Aloud Focus (Each suggestion may build across days and books)

- Readers do a lot of thinking about the title and subtitles before they begin reading by previewing.
- Readers make predictions based on titles, sub-titles, text features what the text will be about or tell.
- Readers summarize small parts of reading before moving on – fitting in new information.
- Readers become experts on topics-teaching others the information.
- Readers talk to others to slow down their thinking about a topic.
- Readers ask, “I wonder why?”, “Did you notice?”, “what else can I add to these ideas?”
- Readers know that reading narrative informational text is like reading a story.
- Just as readers get to know characters in books, readers of informational text get to know the topic.-Seeing the topic like the main character or the real person (biography) like a character.
- Readers compare information learned across multiple texts.
- Readers notice the way text is organized to help them understand topics (Compare/Contrast, descriptive etc.)

- Readers envision, making a mental movie as they read.
- Readers connect parts of poems to add to their mental movies.
- Readers use imagery and sensory language to envision details.
- Readers use what they know from their life’s experiences to envision with detail.
- Readers expect the poetry to make sense and pause to think when meaning breaks down.
- Readers keep track of how much time passes in a poem.
- Readers keep track of characters, setting and events in poetry.
- Readers use line breaks, stanzas and punctuation to read poetry aloud.
- Readers problem solve tricky parts by looking for clues in the poem.
- Readers use figurative language to make sense of the poem.
- Readers distinguish the point of view of the poet from their point of view.
- Readers identify the feelings and mood of a poem.
- Readers change their voice as they interrupt the poems mood and tone.
- Readers summarize the central message of the poem.
- Readers support their ideas with details from the text.
- Readers use a poem’s feelings to think about themes.
- Readers know that poets are intentional about every word.
- Readers notice the rhythm in poetry.
- Readers share the reading of poetry with others.
- Readers compare and contrast themes within poems.

- Readers gather and scan their text in preparation for research
- Readers walk through texts thinking about how the text is organized.
- Readers read quickly to get a broad view of the topic.
- Readers use text features and text to understand author’s point of view.
- Readers pay attention to the words that are important to their topic.
- Readers note the big ideas in text.
- Readers compare and contrast the ideas across text.
- Readers note when words and topics are repeated across text.
- Readers jot on post-its and keep reading looking for what is important.
- Readers use notes to keep track of all they are learning (timeline, jots, index card, map).
- Readers make connections between new information and prior knowledge. (What do I already know about this topic and what do I want to know?)
- Readers decide on a topic to study by choosing a subtopic.
- Readers read like researchers collecting information from different sources.
- Readers share the responsibility of note-taking.
- Readers collect facts that answer research questions.
- Readers use the boxes and bullets structure to organize information.
- Readers share what they have learned.

---

**Third Grade: Informational Reading: Understanding Expository, Narrative and Hybrid Informational Text, Unit 4**

- *Malala Yousafzai’s Story* by Rebecca Langston-George.

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### Reading Unit of Study

#### Third Grade: Informational Reading: Understanding Expository, Narrative and Hybrid Informational Text, Unit 4

<table>
<thead>
<tr>
<th><strong>Readers</strong></th>
<th><strong>Readers</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Readers pay attention to the most important details by considering the plot of the narrative information.</strong></td>
<td><strong>Readers read like a detective growing ideas about what lessons the characters teach</strong></td>
</tr>
<tr>
<td><strong>Readers use pictures in their minds to help make sense of confusing parts or words.</strong></td>
<td><strong>Reading like a detective readers watch for recurring details to say what the author wants the reader to notice, which helps understand the character more deeply. Example: closed suitcase, cage, rash... taken together what do they say about the character</strong></td>
</tr>
<tr>
<td><strong>Readers make sense of narrative informational text by stringing together facts and thinking about the big idea that holds them together.</strong></td>
<td><strong>Readers use the lessons characters teach to think about author’s message and themes</strong></td>
</tr>
<tr>
<td><strong>Readers use multiple strategies to understand hybrid informational text.</strong></td>
<td><strong>Readers grow many ideas about characters vs. one idea</strong></td>
</tr>
<tr>
<td><strong>Readers determine importance recognizing main ideas and supporting details.</strong></td>
<td><strong>Readers pull all the information together in order to synthesize the author’s big ideas, lessons and perspectives.</strong></td>
</tr>
<tr>
<td><strong>Readers pull all the information together in order to synthesize the author’s big ideas, lessons and perspectives.</strong></td>
<td><strong>Readers present information learned across text on a topic.</strong></td>
</tr>
</tbody>
</table>

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## Reading Unit of Study

### Third Grade: Informational Reading: Understanding Expository, Narrative and Hybrid Informational Text, Unit 4

<table>
<thead>
<tr>
<th>Lesson Plan</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Concept</strong></td>
<td>Readers determine importance and synthesize when reading informational text</td>
</tr>
<tr>
<td><strong>Teaching Point</strong></td>
<td>Readers preview the text before reading by paying attention to text features to tap prior knowledge.</td>
</tr>
</tbody>
</table>

### Materials

- Each reader has a bag of leveled books matching their reading level and interest. Contents include: informational text containing text features and narratives “just-right” to be read upon completion of informational reading and mini-lesson assignment.
- If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or informational books of different titles on same topics (rivers, vehicles, horses)
- Post-its
- notebooks
- Pencils/pens
- Chart paper
- Teacher’s conferring notes (clipboard/binder/tablet)
- Assessment Checklist utilized throughout unit (Resource Packet)
- Cheetahs by Ann O. Squire
- Anchor Chart Ways Informational Readers Read with Power [See Materials Resource Packet]
- Mid-Workshop Option: Text Features Definitions [See Materials Resource Packet] Copied for each reader
- Readers bring an informational book to After the Workshop Share

### Tips

- Readers will continue to make “just right” book choices, log their informational and fictional reading, and apply skill and strategy from previous lessons when reading informational text or fictional text.
- Active Engagement will require teachers to either project text on document camera or smart board or make copies of a page for partners to scan and discuss.
- Plan to utilize the digital text, *Lives of Cheetahs*, in read aloud with accountable talk before 4 to place emphasis on the voiceover. Students will learn to teach what is learned from informational reading using a teaching or expert voice. [http://video.nationalgeographic.com/video/cheetah_lifecycle](http://video.nationalgeographic.com/video/cheetah_lifecycle)

### Connection

- Readers, today we are beginning a new unit of study where we will preview, predict, and tap our prior knowledge before we read informational texts.
- You already know readers read with strength and focus in fictional text...but they also read with strength and focus in informational text, too.
- One way to begin strong informational reading is to use the text features throughout a text to preview the information is presented. We predict what the text is going to be about. We tap our prior knowledge to recall what we already know about the topic. In this way, we get ourselves ready to read and learn.
- So, today I want to show you how readers preview the text before reading by paying attention to text features to tap prior knowledge.

### Teach

- I chose a book called *Cheetahs*. This book looked interesting to me because it’s title immediately had me thinking about our work in science.
- Watch me as I preview the text before I read by noticing text features to tap my prior knowledge. You will have an opportunity to do this work, too within this book so really watch how I am previewing and thinking, using the text features before actually reading the sections of text.
- Demonstrate how you prepare to read the book *Cheetahs*. Preview text features: Title, table of contents, subtitles, diagrams, charts, photos with captions, bold words, etc. by noticing the text feature, naming it, thinking aloud about its content, and nudging your thinking to fit the text feature into what you already know about its content/topic. Appear natural in your behavior to be thumbing through the text thoughtfully with purpose to understand a little about what you already know about the content of the text, through use of the text features.
- Preview the title and headings from the Table to Contents. Explain the logic behind the Table of Contents (the headings help you understand how the book is organized) and explain what you think each chapter/section will be about. You want to show how readers fit the titles and subtitles into the larger topic.
## Reading Unit of Study

**Third Grade: Informational Reading: Understanding Expository, Narrative and Hybrid Informational Text, Unit 4**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Preview the heading, picture, and text features (caption, bold-faced word, fact box/sidebar) from the introduction to the first chapter, Many Worlds in One, on pages 6 and 7.**<br>“This section probably tells about ...”<br>☑️ Predict what you think these two pages will be about.<br>“I think this section is mostly about ____.”<br>“I think this text feature will fit with ____ because ____”<br>☑️ Tap your prior knowledge about this section.<br>“I already know ____.”<br>“This ____ fits with this part because ____”<br>**Demonstrate how you read with a focused mind, connect new information to known information, and integrate information from the text, the pictures, and the text features – fitting the parts into the whole of the text.**<br>**Readers, did you hear how I said, “Oh, I am noticing this _____. It is making me think about how I already know ________? I wasn’t reading the longer sections of text, was I? I was merely, taking a walk through the text, noticing all of the text features, reading them a bit and then thinking about what I already knew about that topic and how the parts might all fit together as I learn about this topic.**

| **Active Engagement** | Have students refer to the class chart *Ways Nonfiction Readers Read with Power* and prepare to read and learn from the second section of the book *Cheetahs*.<br>Allow students time to preview the heading, pictures, and text features. Explain that the information on page 10 is presented in the form of a fact box, even though it takes up the entire page.<br>Have students predict and tap their prior knowledge with their partners use all the text features.<br>Have students turn and share with their partners the prior knowledge accessed and talk about how the text features may fit into the larger topic.<br>Listen in and share a few ideas overheard from students. |

| **Link** | Readers, did you hear how I said, “Oh, I am noticing this _____. It is making me think about how I already know ________? I wasn’t reading the longer sections of text, was I? I was merely, taking a walk through the text, noticing all of the text features, reading them a bit and then thinking about what I already knew about that topic and how the parts might all fit together as I learn about this topic.**<br>**Readers, you will do just as I have done in your own reading. You will take the time to preview your newly shopped for informational books. I want you to be strong readers who think about the content of the information before diving in and reading it.**<br>**As you preview, jot a quick note that you can share with your partner that tells a little about the prior knowledge you uncovered having noticed a particular text feature.**<br>**For example, on page 6-7, I could jot (write on post-it) I think this section is about..., Then I will flag my jot on that page so that I can share it with my partner. When we get together for partnerships, I can share the jots and pages I flagged where I previewed the text before reading – using the text features.**<br>**When you have previewed one informational book, move on to the next one. You will not actually spend time reading the text today... our work is slowed to give us time to preview and think about our prior knowledge.**<br>**Previews your informational books with power today!** |

| **Mid-Workshop Teaching Point** | Showcase a couple readers who have jotted and flagged pages of text and indicated thinking of prior knowledge.<br>Pass out Text Feature Definitions and challenge readers to find the different text features throughout their texts. Once found, stop and think about all that they know.<br>Add teaching point to anchor chart |

| **Partnerships** | Partners are taking turns today, touring each other through their informational books by pointing out text features and sharing prior knowledge about their topics.<br>Make sure you share those jotted and flagged pages. |

| **After-the-Workshop Share** | Readers, we do not just preview our informational books by noticing the text features. We also preview our informational books by thinking about what we know and then we make predictions about what we think the sections of text are going to be about.<br>I want us to practice this. Watch me as I preview, think about what I know, and then make a prediction about what I think this section is going to be about.<br>**Demonstrate Preview, think, and predict using a small section (one page or part on a page) from Cheetahs.**<br>**Readers, I want you to open to one page of your informational text. First you will preview. Second you will think about what you know already. Third you will predict what the section will be about. Do that part now on your own in your own head. Give wait time.**
<p>| | |</p>
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<tr>
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<tbody>
<tr>
<td></td>
<td>Now, share your thinking with your partner.</td>
</tr>
<tr>
<td></td>
<td>Add teaching point to anchor chart <em>Ways Informational Readers Read with Power.</em></td>
</tr>
</tbody>
</table>
Ways Informational Readers Read with Power

- I preview, predict, and tap my prior knowledge before I read:
## Reading Unit of Study

### Third Grade: Informational Reading: Understanding Expository, Narrative and Hybrid Informational Text, Unit 4

<table>
<thead>
<tr>
<th>Lesson Plan</th>
</tr>
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<tbody>
<tr>
<td><strong>Session</strong></td>
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<tr>
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</tr>
<tr>
<td><strong>Teaching Point</strong></td>
</tr>
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<tr>
<td>• Post-its</td>
</tr>
<tr>
<td>• <em>Cheetahs (True Books)</em>, Ann O. Squire</td>
</tr>
<tr>
<td>• Class chart: <em>Ways Informational Readers Read with Power</em> [See Materials Resource Packet]</td>
</tr>
<tr>
<td>• Enlarged copy or copies for each partnership of the excerpt from pages 11-17 from <em>Cheetahs</em> [See Materials Resource Packet]</td>
</tr>
<tr>
<td>• Enlarged copy and/or copies for each student of student chart for Session 2: <em>Paraphrasing Information</em> [See Materials Resource Packet]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Tips</strong></th>
</tr>
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<tbody>
<tr>
<td>• This lesson may prove more successful by the use of gestures during the teaching and active engagement. Place one idea on one finger, left hand. Place the second idea on a second finger, right hand. Show the fingers coming together and touching, to synthesize one idea having thought about two or more ideas from the text to paraphrase. Build on the idea of “fitting together” the parts of the text to come away with an understanding of the whole text.</td>
</tr>
<tr>
<td>• Watch: <em>This is Why You Can’t Outrun a Cheetah</em> before session 6 to place emphasis on a teaching voice.</td>
</tr>
<tr>
<td>• <a href="https://www.youtube.com/watch?v=V8vejjVglHg">https://www.youtube.com/watch?v=V8vejjVglHg</a></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Connection</strong></th>
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<tbody>
<tr>
<td>• Readers, something you may already know is that people who work hard at something generally are more successful than others who decide not to work quite as hard.</td>
</tr>
<tr>
<td>• I want us to be the kinds of readers who are willing to work really hard to be successful informational readers.</td>
</tr>
<tr>
<td>• One way we can work hard when reading informational text is by taking extra time to preview each page and thinking about how the ideas we notice fit together. These actions and thinking will help us predict what the sections of text will be about and also give us more insight into our own knowledge on the topic.</td>
</tr>
<tr>
<td>• Today I want to show you how readers pause and paraphrase information by putting it in their own words.</td>
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<table>
<thead>
<tr>
<th><strong>Teach</strong></th>
</tr>
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<tbody>
<tr>
<td>• I have in hand again today, <em>Cheetahs</em>. I’m going to open to page 5 and 6 and make sure you can see them on our document camera.</td>
</tr>
<tr>
<td>• Demonstrate how you pause and paraphrase information as you read aloud the first section: <em>Meet a Cheetah</em>, of the book <em>Cheetahs</em>. Ask yourself, “What is the one big thing this part is teaching us?”</td>
</tr>
<tr>
<td>• Refer to the class chart <em>Ways Informational Readers Read with Power</em> and an enlarged copy of the student chart for Session 2 <em>Paraphrase the Text</em>.</td>
</tr>
<tr>
<td>• Refer back to pages 5 and 6 in the first section or chapter, <em>Meet with Cheetahs</em>, of the book <em>Cheetahs</em>. Demonstrate how you paraphrase the information:</td>
</tr>
<tr>
<td>• Locate key words that are important to the section and cannot be changed: savannas</td>
</tr>
<tr>
<td>• Say the information in your own words: “Cheetahs are the fastest land animal. They can run 70 mph and outrun a car, but we could not see a cheetah because cheetahs live in the savannas, the grasslands of southern and eastern Africa.”</td>
</tr>
<tr>
<td>• Refer to the class chart <em>Ways Informational Readers Read with Power</em></td>
</tr>
<tr>
<td>• Our job today is to preview carefully to pull ideas together. Or in other words, I need to think how all the text features I’m noticing fit together in this section, and then paraphrase my understanding about what I just read.</td>
</tr>
</tbody>
</table>
Active Engagement

- Have students review the steps on the student chart for Session 2 Paraphrase the Text.
- Refer to the enlarged copy, or distribute copies to partnerships, of the excerpt on page 11 from *Cheetahs* under the subheading Built for Speed.
- Read the excerpt aloud and have partnerships work together to paraphrase the information.
- Encourage readers to use their fingers to hold onto one idea, and a second idea etc...
- Have one or two student volunteers share how they paraphrased with the rest of the class.

Link

- Readers, today we learned how readers paraphrase the information by putting it in their own words. Continue choosing and reading nonfiction texts that interest you. Stop at the end of a section and practice paraphrasing the information by putting it into your own words. Remember that we do not want to see each text feature as a separate topic. Each part of this text fits together to create a greater understanding of the topic. Make sure you are fitting together all the parts.
- You can flag pages where you have stopped to paraphrase so that you can share these with your partners.
- But first make sure to preview your text making predictions and using your prior knowledge. This will take lots of practice, but when you do this, it will help you to really understand and remember what you are reading.

Mid-Workshop Teaching Point

- Showcase the work coming from students’ synthesis of text and text features. Hold up books and post-its showing the thinking and predicting based on careful previewing.

Partnerships

- Remind readers to show their post-its and talk about how they see them fitting together given their thinking/synthesis.

After-the-Workshop Share

- Readers, you will be reading a lot of informational text across this unit of study and really for the rest of your life. Did you know that people read more informational text than any other kind of text?
- It will be important that you use these previewing strategies each and every time you plan to step into informational reading.
- The text features are there to help you think more about the topic and we can begin using them even before we’ve read the first section.

### Ways Informational Readers Read with Power

- I preview, predict, and tap my prior knowledge before I read:
- I pause and paraphrase information by putting it in my own words.

### Paraphrasing Information

**Sample Student Chart - Session 2**

- I can paraphrase information by putting it in my own words in this way:
  - Locate key words that are important to the section and cannot be changed.
  - Put the rest of the information in my own words:
    - Change the words the author used
    - Change the structure of the sentences
    - Change the order in which the information is presented
    - Say or write the information.
**Reading Unit of Study**

**Third Grade: Informational Reading: Understanding Expository, Narrative and Hybrid Informational Text, Unit 4**

**Lesson Plan**

**Session 3**

**Concept**
Readers determine importance and synthesize when reading informational text.

**Teaching Point**
Readers locate main idea sentences within paragraphs.

**Materials**

- Each reader has a bag of leveled books matching their reading level and interest. Contents include: informational text containing text features and narratives “just-right” to be read upon completion of informational reading and mini-lesson assignment.
- If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or informational books of different titles on same topics (rivers, vehicles, horses)
- Post-its
- Notebooks – students can draw boxes and bullets or use organizer in Materials Resource Packet
- Pencils/pens
- Chart paper
- Teacher’s conferring notes (clipboard/binder/tablet)
- Assessment Checklist utilized throughout unit (Resource Packet)
- *Cheetahs (True Books)*, Ann O. Squire
- Class chart:
  - Ways Informational Readers Read with Power
- Enlarged copy or copies for each partnership of the excerpt from pages 23-25 from *Cheetahs* [See Materials Resource Packet]
- Enlarged copy and/or copies for each student of student chart for Session 3: Locate the Main Idea in Paragraphs [See Materials Resource Packet]
- Boxes and Bullets organizer [See Materials Resource Packet] copied for each reader or drawn in notebook or chart paper (See Teach)

**Tips**

- It is assumed that teachers will add teaching points to the “Ways Informational Readers Read with Power” (Resource Packet) anchor chart over time. Use moments in mini-lesson, independent reading, mini-workshop teaching, partnerships, or share to add the language used from each mini-lesson.
- Determining Main Idea and supporting details may prove easy for readers who have been in an aligned system implementing reading workshop across grade levels due to the focus in previous units of study. However, this skill can be challenging. Utilize additional mini-lessons or small group teaching to help readers take on the strategy of noticing informational text structure as they read.
- Session 4 will further emphasize main idea and supporting details. Consider session 3 as an introduction to the work and session 4 as a follow-up for more time and practice. Plan to work in small groups with readers who need more support.

**Connection**

- Readers, today we will begin reading our informational text.
- But, while you are reading, you will have a job to look for how your text is organized.
- When we pay attention to the way the text is organized we are more successful with understanding how all the information fits together.
- Today I want to show you how readers locate main idea sentences within paragraphs.

**Teach**

- I have in hand again today, *Cheetahs*. And, I am going to draw a boxes and bullets organizer in my notebook. Watch me. The Boxes and bullets organizer helps me see how the text is organized. (If teachers are using MAISA Writing Units of Study connect how this strategy is the same in reading work and writing work.)
- Preview, predict, and tap your prior knowledge of the third section, What’s for Dinner?, in the book *Cheetahs*.
- Read the first paragraph (page 19) aloud. Demonstrate how you locate the main idea sentence from this paragraph and explain how the details support this main idea. (It is stated in the first sentence.) Use gestures with your hand to indicate main idea and supporting details. Point to middle of hand for main idea and tap each finger for supporting details.
- Explain that many times in informational text, readers will find the main idea in the first sentence of a paragraph but not always.
**Reading Unit of Study**

**Third Grade: Informational Reading: Understanding Expository, Narrative and Hybrid Informational Text, Unit 4**

<table>
<thead>
<tr>
<th>Reading Unit of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Jot the main idea in your box and supporting details, quickly next to bullets.</td>
</tr>
<tr>
<td>• Read the second paragraph aloud (pages 19-21). Demonstrate how you locate the main idea sentence from this paragraph and explain how the details support this main idea. (It is stated in the last sentence.)</td>
</tr>
<tr>
<td>• Jot the main idea in your box and supporting details, quickly next to bullets.</td>
</tr>
<tr>
<td>• Explain how in both of these examples, the sentence stands out – list why the main idea sentence stands out.</td>
</tr>
<tr>
<td>• Read the third paragraph aloud (pages 21-23). Demonstrate how the main idea is NOT specifically stated in this paragraph. The reader needs to use information from the beginning, middle, and end of the paragraph to determine the main idea. Explain how the details support this main idea: “The cheetah uses its claws and teeth to capture its prey.”</td>
</tr>
<tr>
<td>• Jot the main idea in your box and supporting details, quickly next to bullets.</td>
</tr>
<tr>
<td>• Refer to the class chart <em>Ways Informational Readers Read with Power.</em></td>
</tr>
<tr>
<td>• Most of our informational text will be organized by a main idea followed by a list of supporting details or facts. We can use a box and bullets (anchor chart: boxes and bullets) to help see the main idea and</td>
</tr>
<tr>
<td>• I’m using a boxes and bullets organizer to help me see the text’s structure - main idea and supporting details.</td>
</tr>
<tr>
<td>• You can always ask yourself, “What is the one BIG thing that this part is teaching?” and then ask, “How do all the details connect to this?”</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Active Engagement</th>
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</thead>
<tbody>
<tr>
<td>• This is hard work. Now you will try this with your partner.</td>
</tr>
<tr>
<td>• Read the fourth paragraph aloud. Refer to the enlarged copy or distribute copies to partnerships of the excerpt from pages 23-25 from <em>Cheetahs.</em></td>
</tr>
<tr>
<td>• Have partnerships turn and talk about whether the main idea is stated in the first sentence, the last sentence, or is not specifically stated in the paragraph. If the main idea is not specifically stated, have them determine the main idea.</td>
</tr>
<tr>
<td>• Allow partners to work together to find main idea and supporting details.</td>
</tr>
<tr>
<td>• Listen and coach into work. Share what is overheard that shows student success with the task.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Link</th>
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<tbody>
<tr>
<td>• Readers, I have made you a copy of this note page to help you keep track of the structure of your informational text today. Or, you can simply draw a boxes and bullets organizer inside your reading notebook.</td>
</tr>
<tr>
<td>• As you read, be on the lookout for the main idea and the supporting details.</td>
</tr>
<tr>
<td>• I’m going to be checking in to see if we need more time and practice with this work by this mini-lesson as you work.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Mid-Workshop Teaching Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Showcase the work coming from students’ notes. Hold up books main idea and supporting detail pages to show readers paying attention to the structure of their text.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ask readers to share their texts and notes and talk about how the work of looking for structure in informational text worked for them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After-the-Workshop Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Readers, you might be reading your informational text and think, “wow, that’s a cool fact!” or “I never knew that!” but really when we only look at each fact as interesting or cool we lose sight of the important main idea the author wants us to learn.</td>
</tr>
<tr>
<td>• Staying within the structure, by asking, “What does this section want me to know about?”…and then finding the details or evidence that proves that main or central idea allows me to think much bigger ideas than just tiny facts? I may need to include the text features also to come to the whole understanding.</td>
</tr>
<tr>
<td>• For example, I might have thought this section was about __________ because of the cool fact __________, But really the entire section is about ___________.</td>
</tr>
<tr>
<td>• When reading informational text, paying attention to the structure of the text and determining how the information is organized will help you take in more information and synthesis or pull together many details and see how these details are connected.</td>
</tr>
</tbody>
</table>
Ways Informational Readers Read with Power

- I preview, predict, and tap my prior knowledge before I read:
- I pause and paraphrase information by putting it in my own words.
- I locate main idea sentences within paragraphs.

Locate the Main Ideas in Paragraphs
Sample Student Chart – Session 3

- I can determine the main ideas by thinking about what is important in this way:
  - I look for a main idea sentence in the paragraph/section or create my own.
  - I pay attention to the first or last sentence.
  - If the main idea sentence is not stated, I think about the information in the beginning, the middle, and the end of the paragraph.
  - I decide how this information fits together.
  - I put this information into my own words to determine the main idea.
Lesson Plan

Session 4

Concept
Readers determine importance and synthesize when reading informational text

Teaching Point
Readers support the main ideas with key details from the text.

Materials

- Chart paper
- Teacher’s conferring notes (clipboard/binder/tablet)
- Assessment Checklist utilized throughout unit (Resource Packet)
- *Cheetahs (True Books)*, Ann O. Squire
- Class chart: *Ways Informational Readers Read with Power*[See Materials Resource Packet]
- Enlarged copy and/or copies for each student of student chart for Session 4: Determine the Main Idea and Key Details [See Materials Resource Packet]

Tips

- Have students bring the informational books they are reading to the meeting area.
- For the independent reading portion of this session, partnerships may be ready to choose new informational texts.
- Students work in partnerships during independent reading time and then two partnerships join together to share information learned during partnership share.
- After the workshop share today will require teachers to demonstrate how partners should teach each other about their topics using their main idea and supporting detail notes and central messages. Readers should be encouraged to use an explain voice or teaching voice when teaching about their informational topics.
- Session 6 requires teachers to use their own boxes and bullets notes for main ideas and supporting details on the topic of cheetahs. These notes should come from the text in use and the digital text observed. Teachers will be teaching a reading partner about their topic and showing how readers use their notes, books and digital text to summarize what they have learned using a teaching voice.

Connection

- *Readers, I want us to think about the work we did yesterday. Yesterday, we were asking ourselves to think about the main idea and supporting details of a section of text.*
- Yesterday we learned that *often the main idea is stated in the first or last sentence of a paragraph or defined by the reader from information provided in the paragraph.*
- Today we are going to work more on how to support the main ideas with key details of these texts. We are going to look back at some of the work we did yesterday, and learn how to use these strategies to figure out key details that support these main ideas. This will help us to remember and understand what we have learned.
- *Today I want to teach you that readers support the main ideas with key details from the text.*

Teach

- Demonstrate how you use the second section or chapter, *Built for Speed*, of the book *Cheetahs* to determine the main idea of this section. Point to the palm of your hand as you state the main idea: “Cheetahs have bodies that are built for speed so they can catch their prey.”
- Demonstrate how the key details in this section support this main idea. List the key details across your fingers. (If you run out of fingers, continue with your first finger.)
  “Cheetahs hunt during the daytime, so they need to be quick to sneak up on their prey.”
  “Cheetahs have long, powerful legs for long strides.”
  “Cheetahs have a flexible backbone that pushes the cheetah along.”
  “Cheetahs have an extra-large heart and lungs to provide oxygen.”
“Cheetahs have a long tail for balance.”
“Cheetahs have claws that grip the ground.”
“Cheetahs don’t always catch their prey because they can only run fast for a minute or so.”

- Explain that using the palm of your hand and your fingers as you state the main idea and key details can help you remember the information.
- Refer to the class chart Ways Informational Readers Read with Power.

<table>
<thead>
<tr>
<th>Active Engagement</th>
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</thead>
<tbody>
<tr>
<td>• Have partnerships use one of the sections in their informational books to determine the main ideas and key details, listing the information across their hands and fingers.</td>
</tr>
<tr>
<td>• Watch as students read, then point to middle of hand and tap fingers.</td>
</tr>
<tr>
<td>• Listen to readers so that you can share a student example that is exemplar.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Readers, today, as you read your text, you are previewing, you are predicting and you are looking for the structure to determine the main idea and supporting details.</td>
</tr>
<tr>
<td>• Today we learned how to support the main ideas with key details in informational text. Remember that you can use your hands to organize this information.</td>
</tr>
<tr>
<td>• Your palms represent the main ideas and your fingers represent the key details. Using your hand will help you to understand how the key details support the main idea.</td>
</tr>
<tr>
<td>• I also want you to use your boxes and bullets organizer to jot main ideas and supporting details. You have two different strategies for helping you keep track of the main idea and supporting details. Your hand and your boxes and bullets organizer.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mid-Workshop Teaching Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Share some of the work you see from students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Remind partners of all the topics they can talk about by pointing out the teaching points listed on the anchor chart.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After-the-Workshop Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Readers, as I was watching your partnership talks today, I realized that you could use help with understanding that once you read an informational text on a topic you become an expert on that topic.</td>
</tr>
<tr>
<td>• You really should start to teach your partner about your topic by using your main idea and supporting detail notes and even your thinking about the central message.</td>
</tr>
<tr>
<td>• You will use an explaining or teaching voice when teaching others about your topic from your notes.</td>
</tr>
<tr>
<td>• Watch me as I teach you, using my main idea and supporting detail notes from Cheetahs, teach you what I know and have learned.</td>
</tr>
</tbody>
</table>

### Ways Informational Readers Read with Power

- I preview, predict, and tap my prior knowledge before I read:
- I pause and paraphrase information by putting it in my own words.
- I locate main idea sentences within paragraphs.
- I support the main ideas with key details from the text.

*Support the Main Idea with Key Details*

*Sample Student Chart – Session 4*

- I can support the main idea with key details from the text in this way:
  - I locate facts, reasons, and examples that support the main ideas.
  - I state the main idea and key details using my palm and fingers to help me remember.
  - I explain how the key details support the main ideas.
Lesson Plan

Session 5

Concept
Readers determine importance and synthesize when reading informational text

Teaching Point
Readers notice new information about the idea that was introduced and fit it into their thinking

Materials
- Each reader has a bag of leveled books matching their reading level and interest. Contents include: informational text containing text features and narratives “just-right” to be read upon completion of informational reading and mini-lesson assignment.
- If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or a strong alternative - informational books of different titles on same topics (rivers, vehicles, horses)
- Post-its
- notebooks
- Pencils/pens
- Chart paper
- Teacher’s conferring notes (clipboard/binder/tablet)
- Assessment Checklist utilized throughout unit (Resource Packet)
- Cheetahs (True Books), Ann O. Squire
- Class chart: Ways Informational Readers Read with Power [See Materials Resource Packet]

Tips
- New/unseen or unread text will be used in the active engagement.
- Session 5 and 6 requires readers to summarize. Think of it as a general recitation of the key content.
- Teachers will want to meet with strategy groups and guided reading groups to further build this skill by showing readers how to fit the information together across pages with multiple sections or paragraphs and how to connect multiple chapters or sections within the text. Much of this differentiated teaching will depend on the text level readers are reading. Lower leveled text will have less text to summarize. Higher levels of text will require more synthesis and time to think about how the information fits together in summaries.
- Prepare to ask a reader to play the role of your reading partner for session 6.

Connection
- Readers, as we spend each day thinking and reading informational text, we are always adding a little more knowledge to what we already know. As strong informational readers, we need to make sure we notice when new information is added about the topic we are reading and fit it into what we already know or have read.
- Today I want to show you how readers notice new information about the idea that was introduced and fit it into their thinking.

Teach
- We’ve been reading, Cheetahs, and I’ve noticed that with each page, I learn a little more about cheetahs. My job as an informational reader is to fit that “little more” or new information in with my thinking.
- Watch me as I show you how I notice new information about the idea that was introduced and fit it into my thinking.
- Pick a section of text that you have read aloud from Cheetahs and revisit it for this demonstration.
- Remind readers that you are reading with the idea of __________ (topic) in mind. You already know some things about this topic (state a couple). Read and stop when new information is given about the topic. React, “Oh, I didn’t know this (noticing new info)...this means that... (Fitting it into the topic).”
- Readers, did you notice how I reacted with, “Oh, I didn’t know this and then I said this means that so I could fit the new information into the topic I was reading about.”
- Watch me one more time.
- This time use the phrase “This is new information (noticing new info)...so now I know...(fitting it into topic)”
- Readers did you notice that once again I noticed the new information but I stopped and thought about what I NOW knew because of that new info?

Active Engagement
- Let’s try this together now with new section in Cheetahs. I will put the text on the document camera.
- Think for a minute. Do you know anything about the __________? (Pointing to title).
- Readers, I want you to listen to the information on the topic (title).
- As I am reading, listen for information that is new to you. You can quietly whisper to yourself “I didn’t know...”
that” or “that is new information”. Write the two phrases quickly in view of readers.

- After I’m finished reading, you will have time to talk to your reading partner about the new information and how it fits in with the topic of the power of water. You will say “This means that ...” or “Now I know that...” Write phrases in view of readers.
- Read. Notice readers whispering the “I didn’t know that” Or “That’s new information”
- Ask readers to use the second two phrases to fit the new information in with the topic and their thinking.

### Link

- Readers, I am going to leave these phrases up for you to use on your jots. As you are reading today...notice new information. Stop to think about how it fits with the topic you are reading about.
- I will see this work in the notes you are taking as you read.

### Mid-Workshop Teaching Point

- Readers, as I am reading from one section or paragraph to another, I am always asking, “How does this next part fit with what I have already read?” I might ask, “Is it a new subtopic or does it fit with what I was already reading about? This helps me add to the main ideas I already have in my mind but also create new main ideas if it is a new subtopic. Be thinking, “Am I learning a new detail about a main idea I already know or am I learning a new main idea with new details to support it”.

### Partnerships

- Have partners share the new information they learned and how they fit it into the topic as they teach their partner about their information.

### After-the-Workshop Share

- Readers, I know we have learned a lot already about reading informational text. It is important that when we learn a new strategy that we also keep using the previous strategies right along with the new one.
- Let me show you how a third grader might look during independent reading if they are doing all the thinking I’ve learned to do this far.
- Pretend to be a third grade reader with informational text at your side. Preview text before reading it. Jot notes on what you already know about the topic by noticing text features. Say and jot more by fitting text features together. Begin reading and notice and say the main idea. Think aloud about using the main idea note structure either on chart paper for all to see or on a post-it just like the readers. Continue to add supporting details while noticing new information and reacting to it. Stop to fit the new information into the topic you are reading about by thinking aloud. Then when I get together with my partner I can use all of this work, I did during independent reading to teach using my explaining or expert voice.
- Readers, do you see how I am juggling everything we have learned. I’m not only previewing, I’m not only taking notes on the main idea...I’m doing it all! This is what readers should look like tomorrow during independent reading. This is the hard work of reading informational text.

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**Ways Informational Readers Read with Power**

- I preview, predict, and tap my prior knowledge before I read:
- I pause and paraphrase information by putting it in my own words.
- I locate main idea sentences within paragraphs.
- I support the main ideas with key details from the text.
- I notice new information and
# Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>6</th>
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<tbody>
<tr>
<td>Concept</td>
<td>Informational readers learn the skills and habits essential for informational reading</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Readers can become experts on a topic and teach others</td>
</tr>
</tbody>
</table>

## Materials

- Each reader has a bag of leveled books matching their reading level and interest. Contents include:
  - informational text containing text features and narratives “just-right” to be read upon completion of informational reading and mini-lesson assignment.
- If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or a strong alternative - informational books of different titles on same topics (rivers, vehicles, horses)
- Post-its
- notebooks
- Pencils/pens
- Chart paper
- Teacher’s conferring notes (clipboard/binder/tablet)
- Assessment Checklist utilized throughout unit (Resource Packet)
  - *Cheetahs (True Books)*, Ann O. Squire
  - Class chart: *Ways Informational Readers Read with Power* [See Materials Resource Packet]
  - Teacher should prepare to utilize notes/ summaries from the digital text “Lives of Cheetahs” and “Why You Can’t Out Run a Cheetah” – Boxes and bullets in notebook on topic

## Tips

- Bring notes from read aloud or create notes on the topic you will be teaching that are relevant to the varied text and digital text you have experienced on the topic being taught.
- Ask one partner from each pairing to bring one of their informational texts to the mini-lesson and their notes from their notebooks/jots. Only half the class will have a book and notebooks at the mini-lesson.
- Ask the alternative half of the class to bring an informational book and notebooks/jots to the share time.
- Session 7 requires teachers to act like a third grade reader fitting all that they know into their independent reading time. Aim to show how informational readers use all the parts of an informational text (text features on the page with text) and use their pauses and thinking to fit the parts together creating a “whole” understanding. Aim to show a reader using numerous strategies as they work independently with post-its, notebooks etc...

## Connection

- Readers, there are so many times in our day when we are talking with others and what we are actually doing is teaching them about a topic we know about.
- For example, just this morning, I was talking with my husband about the weather. I was telling him what I heard on the news from the weather reporter, I was telling him what I had read in the news, and I was summarizing what I thought I had learned about the kind of winter we were going to have this year based on what I had heard and read.
- I bet you do this too. I bet there are times, at lunch or recess, or when you are at home when you say “Hey, did you know…” and you tell a whole lot about a topic you have heard about or read about.
- When we talk in this way, we are actually teaching others about the topics we know or care about.
- Today I want to show you how we can do this with our reading partner based on the reading, thinking and learning from our informational reading.
- Watch me as I show you how readers can become experts and teach others.

## Teach

- I pulled out our read aloud text, *Cheetahs* and I also have my notes from the digital text we watched and listened to, “Lives of Cheetahs” and “Why You Can’t Outrun a Cheetah”.
- I also asked Shelley to play the role of my reading partner for today’s lesson.
- I would like you to watch me and Shelley as we are reading partners. I am going to be an expert on my topic of Cheetahs and Shelley is going to watch and listen to me as I teach her about my topic.
- Demonstrate: Summarizing about your topic, pointing to pictures and text features and fitting together the information you have learned. Reference the book you are holding but also the information from the digital text, which requires you to read from your notes. Add gestures to your explanations, use teaching/explaining voice. Add emphasis with your voice when details are important. Make sure to use topic specific words from the text. Reference how the voiceover voices sounded in the digital text and
**Reading Unit of Study**

**Third Grade: Informational Reading: Understanding Expository, Narrative and Hybrid Informational Text, Unit 4**

<table>
<thead>
<tr>
<th>Make your teaching sound expert on the topic.</th>
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<tbody>
<tr>
<td>• Readers, did you notice how I was using a teaching voice as I spoke to Shelley? Did you notice how I pointed to pictures and used the text features to summarize what I knew about the topic? Did you notice how I spoke from my notes and said things like, “the main idea here is...” and “this is mostly about...” I was using what I have learned about the central message of the text and the main idea of the sections to teach my partner about my topic.</td>
</tr>
<tr>
<td>• I’m hoping you noticed, also, that I was using the topic specific words from the text, like ______ (list examples). All of these actions make me sound like an expert. And in many ways, I am an expert on this topic because I’ve been reading and thinking so much about it.</td>
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<tr>
<th>Active Engagement</th>
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<tbody>
<tr>
<td>• Now it is your turn to try. You’ve become an expert on a topic and you’ve brought one of the books from that work.</td>
</tr>
<tr>
<td>• Partners who have a book with them, I want you to do just as I did and become an expert teaching your partner about your topic.</td>
</tr>
<tr>
<td>• Teachers watch and listen in.</td>
</tr>
<tr>
<td>• Share what is observed that fits the teaching and demonstration.</td>
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<tr>
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<tbody>
<tr>
<td>• Readers, today I want you to read and note and prepare for your partnership. I want you to think about the job of being an expert on one of your topics and teaching your partner all that you can, using the strategies we have learned.</td>
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</table>

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<tr>
<th>Mid-Workshop Teaching Point</th>
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<tbody>
<tr>
<td>• Share ways readers are preparing for their partnerships to show their expertise and teach their partners.</td>
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</table>

<table>
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<tr>
<th>Partnerships</th>
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<tbody>
<tr>
<td>• Readers are experts on their topics and teach other readers. Today you are teaching your partner all that you know. Make sure you are using your text and rereading the important parts and text features if it will add more to your teaching.</td>
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<tbody>
<tr>
<td>• Ask the alternate partner to bring one of their informational books to the share today.</td>
</tr>
<tr>
<td>• Partners, today you spent time teaching each other. You are experts on so many topics, now.</td>
</tr>
<tr>
<td>• I’d like to take a closer look at the teaching work from our second half of partners.</td>
</tr>
<tr>
<td>• Share your expertise and teach about your topic.</td>
</tr>
<tr>
<td>• Teachers are listening in and coaching. Give feedback on what is observed to build conversation and partnership meetings.</td>
</tr>
</tbody>
</table>
Session 7
Concept Informational readers learn the skills and habits essential for informational reading.
Teaching Point Readers use a repertoire of strategies to read and understand informational text

| Materials | Pencils/pens
| Chart paper
| Teacher’s conferring notes (clipboard/binder/tablet)
| Assessment Checklist utilized throughout unit (Resource Packet)
- **Cheetahs (True Books)**, Ann O. Squire
- Class chart: Ways Informational Readers Read with Power [See Materials Resource Packet]
- Teacher should prepare to utilize notes/ summaries from the digital text “Lives of Cheetahs” and “Why You Can’t Out Run a Cheetah” – Boxes and bullets in notebook on topic

| Tips | Teachers will want to place importance on how text features along with the text create the whole content of understanding.
Ask partners to bring an informational text to share time.
Teachers could utilize the video on the moon to use as an additional digital text related to the topic of the moon any time between now and session 16: [http://video.nationalgeographic.com/video/101-videos/moon-101-sci](http://video.nationalgeographic.com/video/101-videos/moon-101-sci)
Session 16 will refer to the picture books listed below to help readers see the differences between narrative informational and hybrid informational text – plan to read them or alternate narrative and hybrid informational text aloud before session 16.
- **For the Right to Learn: Malala Yousafzai’s Story** by Rebecca Langston – George
- **The Magic School Bus Inside the Hive** by Joanna Cole and Bruce Degen
- **Flight of the Honey Bee** by Raymond Huber

| Connection | Readers, I know we have learned a lot already about reading informational text. It is important that when we learn a new strategy that we also keep using the previous strategies right along with the new one.
I demonstrated this a few sessions back during our Share time.
It is such an important lesson to remember. We are always using everything we know to do to read and understand in our informational text.
Today I want to show you how readers use a repertoire of strategies to read and understand informational text.

| Teach | Repertoire means all the things that a person is able to do. You may have a repertoire of strategies when you play soccer, or dance, or read or write. When you play soccer, you do more than run. You run, dribble, pass, shoot…this would be your repertoire of skills related to soccer.
You also have a repertoire of skills, now, when you read informational text.
Let me show you how a third grader might look during independent reading if they are using their repertoire of strategies or plays to work hard at reading and understanding their topics. Watch me carefully, because you will need to list for your partner 3 strategies from my repertoire you saw me using.
Pretend to be a third grade reader with informational text at your side. Preview text before reading it. Jot notes on what you already know about the topic by noticing text features. Say and jot more by fitting text features together to say something about the whole content of the page(s) text plus text features together. Begin reading and notice and say the main idea. Think aloud about using the main idea boxes and bullets note structure either on chart paper for all to see or on a post-it just like the readers. Continue
Reading Unit of Study
Third Grade: Informational Reading: Understanding Expository, Narrative and Hybrid Informational Text, Unit 4

<table>
<thead>
<tr>
<th>Active Engagement</th>
<th>Readers, list three strategies you saw me using from my repertoire.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Readers, you saw how I was using my repertoire of strategies. You saw me using everything we have learned. I’m not only previewing, I’m not only taking notes on the main idea...I’m doing it all! This is what readers should look like each day during independent reading. This is the hard work of reading informational text</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Link</th>
<th>Today, make sure I am seeing you use your repertoire of strategies.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>I will be assessing your success with this as you read and think during independent reading.</td>
</tr>
</tbody>
</table>

| Mid-Workshop Teaching Point | Replay the way readers are using their repertoire of strategies. |

| Partnerships        | Readers, remember to continue to teach each other from your informational text. I will be watching to see if anyone actually acts out a portion of their text in order to teach...we will be talking about this during share time. |

<table>
<thead>
<tr>
<th>After-the-Workshop Share</th>
<th>Readers, yesterday we learned about being experts and teaching each other.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Another strategy for teaching, is acting out what we have learned and we can invite our partners to join in.</td>
</tr>
<tr>
<td></td>
<td>Watch me as I act out with my hands/body how Cheetahs ____________, based on what I have read or heard from our informational text.</td>
</tr>
<tr>
<td></td>
<td>Use hand gestures and movement to explain</td>
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<td>Readers, I’d like you to thumb through your text and see if there is a part that you could act out for your partner in an effort to teach them. Your partner can copy your gestures to show they understand what you are teaching.</td>
</tr>
</tbody>
</table>
Lesson Plan
Session 8
Concept Informational readers learn the skills and habits essential for informational reading.
Teaching Point Readers determine the meaning of unfamiliar vocabulary words.

Materials
- Each reader has a bag of leveled books matching their reading level and interest. Contents include: informational text containing text features and narratives “just-right” to be read upon completion of informational reading and mini-lesson assignment.
- If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or a strong alternative - informational books of different titles on same topics (rivers, vehicles, horses)
- Post-its
- notebooks
- Pencils/pens
  - Chart paper
  - Teacher’s conferring notes (clipboard/binder/tablet)
- Assessment Checklist utilized throughout unit (Resource Packet)
- Cheetahs (True Books), Ann O. Squire
- The Moon (True Books) by Elaine Landau
- Class chart: Ways Informational Readers Read with Power [See Materials Resource Packet]
- Enlarged copy and/or copies for each student of student chart for Session 5: Vocabulary Words and Phrases
- Enlarged copy or copies for each partnership of the excerpt from pages 11-13 from Cheetahs [See Materials Resource Packet]
- Dictionaries for each partnership access to www.dictionary.com

Tips
- Have students bring the informational books they are reading to the meeting area.
- The mini-lesson has one teaching point but three different strategies for achieving the objective. If teachers feel their class would benefit from three separate sessions instead of one session showing three different strategies, they should add sessions with each strategy as a focus.
- This work can also be supported in small group instruction.
- Teachers will want to find a page or two in The Moon book where technical or scientific language is used specific to the topic, (see Share) Page 35 is suggested but there are many possibilities.

Connection
- Readers, we have been reading informational books that are full of words that are specific to the topic. Sometimes we already know these words, and other times we don’t.
- Informational readers try hard to figure out and learn these new vocabulary words.
- Today I want to teach you that informational readers determine the meaning of unfamiliar words.

Teach
- Review strategies introduced in previous units for problem-solving unfamiliar words.
- Refer to the class chart, Ways to Determine the Meaning of Unfamiliar Vocabulary Words and Phrases.
- Explain that vocabulary words specific to the topic are sometimes bold-faced, and sometimes they are not.
- Demonstrate two ways to determine the meaning of an unfamiliar vocabulary word using context by referring to the following examples on pages 6 and 14 in the book Cheetahs:
  - Look for the definition of the word in the same sentence (page 6): They live on the savannas, or grasslands, of southern and eastern Africa.
  - Look for the definition of the word in the next sentence (page 14): Unlike other cats, the cheetah has claws that do not retract. This means that they cannot be pulled back into the paw.
  - Explain that often new words are used in a text, but are not defined. Often, using the context of the sentence(s) will make it possible to infer the meaning of the word.
  - Use the context of the sentence(s) to determine the meaning.
  - Demonstrate how to determine the meaning of unfamiliar vocabulary by thinking about what the section is teaching. Use The Moon (True Books) page 35. The unfamiliar words are not bold, but may still be unfamiliar. Words related to landforms on the moon: maria, highlands, craters, plains,
  - Demonstrate how you could also locate these words in the glossary (page 46), or need to ask
Reading Unit of Study
Third Grade: Informational Reading: Understanding Expository, Narrative and Hybrid Informational Text, Unit 4

| **someone, and/or check the dictionary or dictionary.com.** |
| - Look for bold-faced vocabulary words in the glossary. |
| - Ask someone. |
| - Use a dictionary or dictionary.com. |
| - Explain that informational readers learn and use these new vocabulary words in conversations with others. |
| - Refer to the class chart *Ways Informational Readers Read with Power.* |

**Active Engagement**
- Refer to the enlarged copy or distribute copies to partnerships of the excerpt from pages 11-13 from *Cheetahs*. Read the excerpt aloud.
- Have partnerships work together to determine the meaning of any unfamiliar words.
- Listen in and coach as needed.
- Share the strategies you observed students using to determine the meaning of unknown words.

**Link**
- *Today we learned that we can use a variety of strategies to determine the meaning of unfamiliar vocabulary words.*
- *We have to be willing to work hard to figure out the meanings, and we have to remember the word so we can use it when we talk about the information we are learning.*
- *When you read today, I’d like you to jot it on a post-it or in your notebook, take time to figure out the meaning of any word that you don’t know right away using the strategies listed on our class chart and be ready to share it’s meaning with your partner.*
- *Demonstrate, quickly, if needed, the jotting of unknown word and finding it’s meaning to be ready to talk with partners.*

**Mid-Workshop Teaching Point**
- Highlight ways students are solving unknown words and getting ready to share with partners.

**Partnerships**
- Remind readers about all they have to talk about and do with partners.

**After-the-Workshop Share**
- *Readers, often writers of informational text include all kinds of technical, scientific, or content specific language in their writing.*
- *You have to watch out for this language and make sure you take the time to understand it. They may use it in a picture, diagram, and glossary list in the margins or embedded in the paragraphs of text.*
- *Once we know the technical language and we understand it’s meaning, then it is our job to use it in our notes and when we talk to our partner.*
- *Watch me as I uncover technical language and then talk using it as if I was teaching my partner about my topic. I will really try to speak like an expert as I use my technical or scientific language.*
- *Use a section from The Moon, page 35, to showcase talking about the topic using the scientific language; craters instead of holes, marias instead of plains or flatlands, lunar highlands instead of mountains.*

**Working with Words in Informational Text**

**Problem Solving Words**
- *Look for parts I know*
- *Use words that are similar*

**Vocabulary Words and Phrases**
I can determine the meaning of unfamiliar vocabulary words and phrases in this way:

- Look for the definition in the same sentence.
- Look for the definition in another sentence.
- Use the context of the sentence(s) to determine the meaning.
- Envision what is happening or being explained, guess.
- Look in the glossary.
- Ask someone.
- Look in the dictionary.
Ways Informational Readers Read with Power

- I preview, predict, and tap my prior knowledge before I read:
  - I preview the title and headings from the Table of Contents.
  - I preview the heading, pictures, and text features in one section.
  - I predict what I think the section will be about.
    - I tap my prior knowledge to recall what I already know about the topic.
    - I read and check if the information matched my prediction.
- I pause and paraphrase information by putting it in my own words.
- I locate main idea sentences within paragraphs.
- I support the main ideas with key details from the text.
- I determine the meaning of unfamiliar vocabulary words from the text.
# Reading Unit of Study

## Third Grade: Informational Reading: Understanding Expository, Narrative and Hybrid Informational Text, Unit 4

### Session Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concept</strong></td>
<td>Readers determine text structures and synthesize when reading informational text</td>
</tr>
<tr>
<td><strong>Teaching Point</strong></td>
<td>Readers recognize descriptive structures and use them to organize thinking.</td>
</tr>
</tbody>
</table>

### Materials

| Each reader has a bag of leveled books matching their reading level and interest. Contents include: informational text containing text features and narratives “just-right” to be read upon completion of informational reading and mini-lesson assignment. | Chart paper |
| If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or a strong alternative - informational books of different titles on same topics (rivers, vehicles, horses) | Teacher’s conferring notes (clipboard/binder/tablet) |
| Post-its | Assessment Checklist utilized throughout unit (Resource Packet) |
| notebooks | *Cheetahs (True Books)* by Ann O. Squire |
| Pencils/pens | *The Moon (True Books)* by Elaine Landau (See Share) |

### Tips

- The CCSS RI 3.8 states that students need to describe the logical connection between text organized by descriptive, comparison, cause/effect, and sequence structures within sentences and paragraphs. Sessions 9-15 demonstrate ways readers recognize text structures and use structure to help them think about and understand what they have read.
- Caution is recommended when using the graphic organizers for this run of lessons. The organizers are not meant to be used as a daily assignment, rather as support for students when organizing their thinking. Allowing students to choose a model or strategy based a few options builds agency within individuals.
- Organizers and models could be simply drawn on post-its and in notebooks. Teachers may want to show this in the demonstration within the teacher’s reader’s notebook or on post-its.
- Teachers may decide to allow partners to sit together as they read independently. This choice would allow for partners to point out and reflect on structures of text in the midst of reading and possibly get feedback from their partner about this recognition. Readers would still read independently, but have the support of a reading partner nearby as they make choices about informational structure within sentences and paragraphs. This is only a suggested possible option for sessions 9-13.
- Think about how the anchor charts will be used throughout this concept. The possibilities might include enlarged, copied and stored in reading folders, table tents.

### Connection

- Readers, we have been learning about ways to read and understand informational texts. Unlike narrative texts that are organized in one particular way, informational texts can be organized in several different ways.
- Informational readers pay attention to the way in which the text they are reading is organized to help them understand the information and to help them share this information with others.
- Today I’ll teach you that readers recognize descriptive structures in informational text and use them to organize thinking.

### Teach

- Explain that informational readers pay attention to the structure of the text. When we understand how the author has organized the information, the text is easier to understand and remember. We have a framework to figure out how all the smaller pieces of information fit together.
- Refer an enlarged copy of the student chart for this session *Descriptive Informational Text.*
- Explain that one way that authors organize informational text is by description. Refer to pages 7-8 in the book *Cheetahs* as an example of descriptive text structure.

  - *Description* tells the characteristics of something.
Use idea/detail charts to record the main idea and key details.

- Explain that informational readers pay attention to the structure of the text.

- When we understand how the author has organized the information, the text is easier to understand and remember. We have a framework to figure out how all the smaller pieces of information fit together.

- Refer to the class chart Ways Informational Readers Read with Power and an enlarged copy of the student chart for this session Descriptive Informational Text.

- Demonstrate how you determine the topic being described and then locate adjectives and other words and phrases that describe the topic.

- Show how the text can be organized using a web and/or boxes and bullets at the bottom of the page. Make this look natural and easy to transfer between different models for structure.

- Describe how being able to recognize and organize descriptive informational text supports your understanding of the text.

Active Engagement

- Refer to the enlarged copy or distribute copies to partnerships of the excerpt from pages 8-9 from Cheetahs. Read the excerpt aloud.

- Have partnerships work together to structure the ideas using description web or boxes and bullets.

- Readers, you do not need to write. Just talk with your partner. What would go in the center of the web? What would go at the end of each line connected to the center circle of the web? Or what would go in the box? What would be the bullets?

- Listen in and coach as needed.

- Share exemplar thinking with the class.

Link

- So readers, today we learned that when we recognize and organize descriptive informational texts, it is easier to understand what we are reading.

- The text you read today may or may not be organized with descriptive structures. You will have to read knowing you may read a descriptive structure or you may not.

- When you read today, if you locate a section that is organized using descriptive text structure, mark and label the place with a sticky note, and then (Demo) write the title of the book and page number in your reader’s notebooks. Choose a web or boxes and bullets to take notes from that descriptive structure.

- You will have time in partnerships to describe how the structure supports your understanding of the text.

Mid-Workshop Teaching Point

- Share the thinking of readers who have found descriptive structure.

- Watch for readers who have found and organized thinking using descriptive structures so that you can share their work during the After the Workshop Share time.

Partnerships

- Remind readers to share their flagged pages and charts in their notebooks.

After-the-Workshop Share

- Share one or two readers’ notes and pages. Highlight their process for finding and using descriptive structures to organize thinking.

- OR...

- If observations prove students could use more demonstration with descriptive structure, Pages 10 and 31-36 in The Moon (True Books) are written with descriptive structure.

Ways Informational Readers Read with Power

- I preview, predict, and tap my prior knowledge before I read:

- I pause and paraphrase information by putting it in my own words.

- I locate main idea sentences within paragraphs.

- I support the main ideas with key details from the text.

- I determine the meaning of unfamiliar vocabulary words from the text.

- I recognize the structure of informational text:

  - Description tells the characteristics of something.

Descriptive Informational Text

Student Chart – Session 10

- I can recognize and organize descriptive informational text.
Descriptive informational text describes the topic by providing details about its characteristics.

Key words include adjectives and other words and phrases that describe.

It can be organized using a web or an idea/detail chart:
Session 10
Concept Readers determine text structures and synthesize when reading informational text
Teaching Point Readers recognize sequential structures and use them to organize thinking.

Materials
- Each reader has a bag of leveled books matching their reading level and interest. Contents include: informational text containing text features and narratives “just-right” to be read upon completion of informational reading and minilesson assignment.
- If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or a strong alternative - informational books of different titles on same topics (rivers, vehicles, horses)
- Post-its
- notebooks
- Pencils/pens
- Chart paper
- Teacher’s conferring notes (clipboard/binder/tablet)
- Assessment Checklist utilized throughout unit (Resource Packet)
- *Cheetahs (True Books)*, Ann O. Squire
- *The Moon (True Books)* Elaine Landau
- Class chart: *Ways Informational Readers Read with Power*
- Enlarged copy or copies for each partnership of the excerpt from page 32 from *Cheetahs*
- Sticky notes
- Enlarged copy and/or copies for each student of student chart for Session 6: *Sequence Informational Text*

Tips
- During read aloud with accountable talk read- “In Africa, owl activists work to overcome fear of reviled birds” [https://newsela.com/articles/southafrica-owls/id/11135/] and “Helping the Bee and it’s Habitat before the Food Chain Gets Stung” [https://newsela.com/articles/beehabitat-strategy/id/10049/] this should be done before session 20. Focus thinking aloud, modeling and accountable talk upon analyzing the point of view in the text. Whose voice is heard? Whose voice is not heard? What does the author want you to know? What is the author leaving out? What is your own point of view? Is it alike or different from that of the author?
- Session 21 is the unit celebration. Plan to communicate to parents or staff if you plan include theirs attendance or participation in donated supplies.
- *The Moon (True Books)* pages 39-42 are also organized sequentially. Plan to use these pages for needed additions to minilesson or small group instruction.

Connection
- Readers, yesterday we learned that informational texts can be organized in several different ways. *Informational readers pay attention to the way in which the text they are reading is organized to help them understand the information and to help them share this information with others.*
- We already learned how to recognize and organize descriptive informational texts.
- Today we are going to learn that readers recognize sequential structures and use them to organize thinking.

Teach
- Remind students that informational readers pay attention to the structure of the text. When we understand how the author has organized the information, the text is easier to understand and remember. We have a framework to figure out how all the smaller pieces of information fit together.
- Refer an enlarged copy of the student chart for this session: *Sequence Informational Text chart.*
- Demonstrate how to organize the information using a timeline, flow diagram, and cycle – plan to talk through the organization on these models to save time instead of writing on all of them.
- Refer to pages 21-25 in *Cheetahs* as an example of sequential text structure. “Once cheetahs…”
- *Sequence tells the order in which something happens.* When I pay attention to the sequence of a topic I can easily remember to think and talk about that sequence even after I have read. The words that helped me determine that this text was written in a sequence were Once, When, By the time..., As the...Then...After...Once....
- Demonstrate how to use a sequential organizer to show the sequence.
- Think aloud about how your thinking has to flow in an order.
Active Engagement

- Refer to the enlarged copy or distribute copies to partnerships of the excerpt from page 32-33 from *Cheetahs*. Read the excerpt aloud.
- Have partnerships work together to talk about how they would organize the text using a timeline, flow diagram or cycle.
- Listen in and coach as needed.
- Plan to share what is overheard that showcases students organizing the text in a sequential order.

Link

- So readers, today we learned that when we recognize and organize chronological informational texts, it is easier to understand what we are reading.
- When you read today, see if you can locate a section that is organized using chronological text structure.
- Mark and label the place with a sticky note, and then write the title of the book and page number in your reader’s notebooks.
- Choose a graphic organizer and record the information. You will have time to talk with your partner about your findings and thinking during partnership talks.

Mid-Workshop Teaching Point

- Share the thinking of readers who have found sequential structure.
- Watch for readers who have found and organized thinking using descriptive and sequential structures so that you can share their work during the After the Workshop Share time. See if you can find varied examples: use of dates, numbers, ordinal words, words and phrases signaling sequence.

Partnerships

- Remind readers to share their flagged pages and charts in their notebooks.

After-the-Workshop Share

- Share one or two readers’ notes and pages. Highlight their process for finding and using sequential structures to organize thinking.
- *The Moon (True Books)* pages 39-42 are also organized sequentially. Plan to use these pages for needed additions to minilesson or small group instruction or even during this Share if needed.

Ways Informational Readers Read with Power

- I preview, predict, and tap my prior knowledge before I read:
- I pause and paraphrase information by putting it in my own words.
- I locate main idea sentences within paragraphs.
- I support the main ideas with key details from the text.
- I determine the meaning of unfamiliar vocabulary words from the text.
- I recognize the structure of informational text:
  - Description tells the characteristics of something.
  - Sequence tells the order in which something happens.

Sequential Informational Text

- I can recognize and organize sequence informational text.
  - Sequential informational text provides information in the order in which it happens.
  - Key words include first, then, next, last, after, later, and finally.
  - It can be organized using a timeline, a flow diagram, or a cycle:

    - **Timeline**
    - **Flow Diagram**
    - **Cycle**
Lesson Plan

Session 11

Concept
Readers determine text structures and synthesize when reading informational text

Teaching Point
Readers recognize comparison structures and use them to organize thinking.

Materials
- Each reader has a bag of leveled books matching their reading level and interest. Contents include: informational text containing text features and narratives “just-right” to be read upon completion of informational reading and mini-lesson assignment.
- If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or a strong alternative - informational books of different titles on same topics (rivers, vehicles, horses)
- Post-its
- notebooks
- Pencils/pens
- Chart paper
- Teacher’s conferring notes (clipboard/binder/tablet)
- Assessment Checklist utilized throughout unit (Resource Packet)
- The Moon (True Books), Elaine Landau
- Cheetahs (True Books) Ann O.Squire
- Class chart: Ways Informational Readers Read with Power
- Enlarged copy and copies for each student of the student chart: Comparison Informational Text
- Enlarged copy of the excerpt on page 5-6 from the book Cheetahs (See Active Engagement)
- Sticky notes

Tips
- “Readers read narrative informational and hybrid text” is the fourth concept beginning with session 16. Classroom libraries will want to include these types of informational text for students to read in addition to expository text. Consult with school and community librarians for classroom library additions before session 16.

Connection
- Readers, we know that informational texts can be organized in several different ways. Informational readers pay attention to the way in which the text they are reading is organized to help them understand the information and to help them share this information with others.
- We already learned how to recognize and organize descriptive and chronological informational texts.
- Today I want to show you how readers recognize comparison structures and use them to organize thinking.

Teach
- Remind students that informational readers pay attention to the structure of the text. When we understand how the author has organized the information, the text is easier to understand and remember. We have a framework to figure out how all the smaller pieces of information fit together.
- Refer an enlarged copy of the student chart for this session comparison informational text chart.
- Provide an example of comparison informational text by referring to an excerpt on pages 24-26 of the The Moon.
- Demonstrate how you determine the two things being compared. The moon and earth.
- Demonstrate how to organize the information using a Venn diagram or 3-column chart.
- Describe how being able to recognize and organize comparison informational text supports your understanding of the text.

Active Engagement
- Refer to the enlarged copy or distribute copies to partnerships of the excerpt from pages 5 and 6 (first paragraph) from Cheetahs. Read the excerpt aloud.
- Have partnerships work together to determine the two things being compared.
- Have students talk about organizing the information using a Venn diagram or 3-column chart from the text structure chart. (Students do not need to write, but can talk and point to how the information would be
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| Link | • Readers, today we learned that when we recognize and organize comparison informational text, it is easier to understand what we are reading.  
• When you read today, see if you can locate a section that is organized using comparison text structure. Mark and label the place with a sticky note, and then write the title of the book and page number in your reader’s notebooks.  
• Choose a graphic organizer and record the information. You will describe with your partners later how the structure supports your understanding of the text.  
• Readers please do not skip the opportunity to also flag pages, and jot text structure organizers, where descriptive and sequential structures show up. All of this thinking is worth noting and sharing during our partner meetings. |

| Mid-Workshop Teaching Point | • Share the thinking of readers who have found comparison structure.  
• Watch for readers who have found and organized thinking using descriptive, chronological and comparison structures so that you can share their work during the After the Workshop Share time. |

| Partnerships | • Remind readers to share their flagged pages and charts in their notebooks. |

| After-the-Workshop Share | • Share one or two readers’ notes and pages. Highlight their process for finding and using comparison structures to organize thinking.  
• Try to point out words and phrases that indicate a comparison structure (“two types”, “different kinds” etc…” |

Ways Informational Readers Read with Power

- I preview, predict, and tap my prior knowledge before I read:  
- I pause and paraphrase information by putting it in my own words.  
- I locate main idea sentences within paragraphs.  
- I support the main ideas with key details from the text.  
- I determine the meaning of unfamiliar vocabulary words from the text.  
- I recognize the structure of informational text:
  - *Description* tells the characteristics of something.  
  - *Sequence* tells the order in which something happens.  
  - *Comparison* tells how things are the same and different.  

Comparison Informational Text
Sample Student Chart – Session 8

- I can recognize and organize comparison informational text.  
  - Comparison informational text tells how two things are the same and how they are different.  
  - Key words include *both*, *same*, *different*, *like*, *unlike*, *either*, and *as well as*.  
  - It can be organized using a Venn diagram or a 3-column chart:

![Venn Diagram](image)

![3-Column Chart](image)

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Lesson Plan

Session 12
Concept Readers determine text structures and synthesize when reading informational text
Teaching Point Readers recognize cause and effect structures and use them to organize thinking.

Materials
- Each reader has a bag of leveled books matching their reading level and interest. Contents include: informational text containing text features and narratives “just-right” to be read upon completion of informational reading and mini-lesson assignment.
- If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or a strong alternative - informational books of different titles on same topics (rivers, vehicles, horses)
- Post-its
- Notebooks
- Pencils/pens
- Chart paper
- Teacher’s conferring notes (clipboard/binder/tablet)
- Assessment Checklist utilized throughout unit (Resource Packet)
- Cheetahs (True Books), Ann O. Squire
- The Moon (True Books), Elaine Landau
- Class chart:
  - Ways Informational Readers Read with Power
- Enlarged copy or copies for each partnership of the excerpt from pages 11-13 from Cheetahs
- Sticky notes
- Enlarged copy and/or copies for each student of student chart for Session 8 Cause and Effect Informational Text

Tips
- Read aloud Hybrid Informational text, like titles from the Read and Wonder Series, Candlewick Press before session 16. Titles include: Think of a Beaver, Spider Watching, Growing Frogs, Ice Bears, Tigress.
- Another hybrid option is The Magic School Bus series, Scholastic
- Plan to read aloud narrative informational like, Owl Moon by Jane Yolan
- Watch Inside the Hive as you would read within read aloud with accountable talk. Plan to model how informational readers can identify the main idea and supporting details from a digital text as they do from print text. Ask readers in partnerships to consider the title of the clip and to create subtitles based on what is learned within the clip, www.sciencekids.co.nz/videos/animals/bees.html. Readers can also use their hand with the main idea in the middle and supporting details on fingers. Teachers can also revisit this clip and others and think about the text structures used within the film.

Connection
- Readers, we know that informational texts can be organized in several different ways. Informational readers pay attention to the way in which the text they are reading is organized to help them understand the information and to help them share this information with others.
- We already learned how to recognize and organize descriptive, sequential, and comparison informational texts.
- Today I want to show you how readers recognize cause and effect structures and use them to organize thinking.

Teach
- Remind students that informational readers pay attention to the structure of the text. When we understand how the author has organized the information, the text is easier to understand and remember. We have a framework to figure out how all the smaller pieces of information fit together.
- Refer an enlarged copy of the student chart for this session Cause and Effect Informational Text.
- Provide an example of cause and effect informational text by referring to the excerpt on pages 7-9 in the book Cheetahs.
- Demonstrate how you determine how one thing causes another thing to happen. Locate key words that indicate cause and effect.
- Demonstrate how to organize the information using a cause and effect map at the bottom of the page.
- Describe how being able to recognize and organize cause and effect informational text supports your understanding of the text.
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Active Engagement
- Refer to the enlarged copy or distribute copies to partnerships of the excerpt from The Moon, page 21. Read the excerpt aloud.
- Have partnerships work together to talk through organizing the cause and effect structure of the text using one of the organizers.
- Teachers listen in and coach.
- Replay the thinking you heard from partnerships

Link
- So readers, today we learned that when we recognize and organize cause and effect informational texts, it is easier to understand what we are reading.
- When you read today, see if you can locate a section that is organized using cause and effect text structure. Mark and label the place with a sticky note, and then write the title of the book and page number in your reader's notebooks.
- Choose a graphic organizer and record the information. You will describe with your partners later how the structure supports your understanding of the text.
- Readers please do not skip the opportunity to also flag pages where descriptive and chronological structures show up. You also know about comparison structure. All of this thinking is worth noting and sharing during workshop.

Mid-Workshop Teaching Point
- Share the thinking of readers who have found cause and effect structure.
- Watch for readers who have found and organized thinking using cause and effect structures so that you can share their work during the After the Workshop Share time.

Partnerships
- Remind readers to share their flagged pages and charts in their notebooks.

After-the-Workshop Share
- Share one or two readers’ notes and pages. Highlight their process for finding and using cause and effect structures to organize thinking.
- Try to point out words and phrases that indicate a cause and effect structure

Ways Informational Readers Read with Power
- I preview, predict, and tap my prior knowledge before I read:
- I pause and paraphrase information by putting it in my own words.
- I locate main idea sentences within paragraphs.
- I support the main ideas with key details from the text.
- I determine the meaning of unfamiliar vocabulary words from the text.
- I recognize the structure of informational text:
  - Description tells the characteristics of something.
  - Sequence tells the order in which something happens.
  - Comparison tells how things are the same and different.
  - Cause and effect tells why something happens.
- I can recognize and organize cause and effect informational text.
  - Cause and effect informational text tells what causes something to happen.
  - Key words include caused by, effect, reason, because, and as a result.
  - It can be organized using a cause and effect map:

![Cause/Effect Maps](image-url)
Reading Unit of Study
Third Grade: Informational Reading: Understanding Expository, Narrative and Hybrid Informational Text, Unit 4
Lesson Plan

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<td>Readers use graphic organizers to organize their reading and thinking from informational texts</td>
</tr>
</tbody>
</table>

**Materials**

- Each reader has a bag of leveled books matching their reading level and interest. Contents include: informational text containing text features and narratives “just-right” to be read upon completion of informational reading and mini-lesson assignment.
- If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or a strong alternative - informational books of different titles on same topics (rivers, vehicles, horses)
- Post-its
- Pencils/pens
- Chart paper
- Teacher’s conferring notes (clipboard/binder/tablet)
- Assessment Checklist utilized throughout unit (Resource Packet)
- *Cheetahs (True Books)*, Ann O. Squire
- *The Moon (True Books)*, Elaine Landau
- Class chart: *Ways Informational Readers Read with Power*
- Enlarged copy or copies for each partnership of the excerpt from pages 11-13 from *Cheetahs*
- Sticky notes

**Tips**

- Session 17 asks readers to use their narrative reading strategies to follow characters in narrative informational text. Plan to read aloud a few picture book biographies before session 16 and 17.
- Session 17 refers to *Electrical Wizard: How Nikola Tesla Lit Up the World* by Elizabeth Rusch and *Cesar Chavez* by David Adler

**Connection**

- Readers, yesterday we studied the cause and effect text structure in our information books. Today I want to show you that readers often use a variety of graphic organizers to help them organize important information they are learning. Information can be organized using these various graphic organizers, depending on the text structure.
- Today I want to show you how readers use graphic organizers to organize their reading and thinking from informational texts.

**Teach**

- Introduce the class chart, *Text Structures*, which provides graphic organizers for each of the text structures.
- Refer to each graphic organizer you created (description, sequence, and cause and effect) in your reader’s notebook. Suggest that readers include a sketch, if it is helpful.
- Explain how this helps you understand and remember the information.

**Active Engagement**

- Refer to the enlarged copy, or distribute copies to partnerships, of the excerpt from, *The Moon* pages 14-15. Reread the excerpt aloud.
- Have partnerships work together to create a graphic organizer based on the text’s structure in their reader’s notebooks and record the important information.
- Remind them to think about key words from the charts to help them decide the way the text is structure. Tell readers, photographs give information, too. Encourage students to include information from photographs as well as text.
- Look for students that need coaching and others that have identified the Cause and Effect text structure.
- Share the work of a partnership that showcases exemplar thinking.

**Link**

- Readers, when we read informational texts, it is helpful to use a graphic organizer to help us organize the information we are learning.
- Today as you read, you will work with your partner. Choose a section from one of your information books, decide on the structure, then choose and create a graphic organizer to organize the information. Talk about how this helps you understand and remember what you have read. Choose a graphic organizer and record the information. Describe with your partners how the structure supports your understanding of the
**Reading Unit of Study**

**Third Grade: Informational Reading: Understanding Expository, Narrative and Hybrid Informational Text, Unit 4**

<table>
<thead>
<tr>
<th>Text.</th>
<th>We are fortunate to be able to work with our reading partners today to think and talk about text structures. Let’s make sure we are focused and on-task. I should see numerous organizers with jots attached as you are working with your informational text.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mid-Workshop Teaching Point</strong></td>
<td>Conduct partnership conferences to help students choose and create appropriate graphic organizers to organize the information they are learning.</td>
</tr>
<tr>
<td></td>
<td>Share work that is exemplar.</td>
</tr>
<tr>
<td><strong>Partnerships</strong></td>
<td>Have partnerships join with new partnerships and share the graphic organizers they created.</td>
</tr>
<tr>
<td><strong>After-the-Workshop Share</strong></td>
<td>Share one or two readers’ notes and pages that show exemplar thinking.</td>
</tr>
</tbody>
</table>

**Ways Informational Readers Read with Power**

- I preview, predict, and tap my prior knowledge before I read:
- I pause and paraphrase information by putting it in my own words.
- I locate main idea sentences within paragraphs.
- I support the main ideas with key details from the text.
- I determine the meaning of unfamiliar vocabulary words from the text.
- I recognize the structure of informational text:
  - **Description** tells the characteristics of something.
  - **Sequence** tells the order in which something happens.
  - **Comparison** tells how things are the same and different.
  - **Cause and effect** tells why something happens.
Text Structures

- **Description** - The author describes the topic by giving details about its characteristics. Key words include adjectives and other words and phrases that describe.

![Web Diagram](image)

- **Sequence** - The author provides information in the order in which it happens. Key words include *first, then, next, last, after, later*, and *finally*.

![Flow Diagram](image)

- **Comparison** - The author tells how two things are the same and how they are different. Key words include *both, same, different, like, unlike, either*, and *as well as*.

![Venn Diagram](image)

- **Cause and Effect** - The author tells what causes something to happen. Key words include *caused by, effect, reason, because*, and *as a result*.

![Cause and Effect Maps](image)
## Lesson Plan

### Session 14

#### Concept
Readers Fit Text Together to Teach Others

#### Teaching Point
Readers use topic specific vocabulary words to teach others.

### Materials

- Each reader has a bag of leveled books matching their reading level and interest. Contents include: informational text containing text features and narratives “just-right” to be read upon completion of informational reading and mini-lesson assignment.
- If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or a strong alternative - informational books of different titles on same topics (rivers, vehicles, horses)
- Post-its
- Notebooks
- Pencils/pens
- Chart paper
- Teacher’s conferring notes (clipboard/binder/tablet)
- Assessment Checklist utilized throughout unit (Resource Packet)
- *Cheetahs* by Laura Marsh, National Geographic Kids, page 24 – 25 Or *The Moon Seems to Change* by Franklyn M. Branley, pages 7-8, or any informational text with topic specific vocabulary to teach about the topic.
- Anchor Chart: Informational Readers (Resource Packet)
- Share time: Teaching Others Chart (Resource Packet)

### Tips

- Teachers will ask readers to meet first as partners today and then move to independent reading.
- This lesson uses inquiry as its instructional strategy. Teachers can always adapt and change the instructional strategy if they believe more or less support is needed.
- Watch for a partnership using topic specific words in their conversation to highlight during the after workshop share.
- Session 16 requires a collection of text representing all types of informational text referenced in this unit: Expository (Cheetahs and The Moon), narrative informational (Owl Moon) and hybrid (Some of the Read and Wonder Series books and Magic School Bus series). Check out the Materials list in session 17 for ideas.

### Connection

- Readers, when I am talking to my teacher friends about teaching, I use words like “students”, “goals”, “assessment”, “curriculum”. These are specific words that teachers use when we are talking about topic of teaching and learning as we make plans for our students.
- When you are talking to your friends about the weekend’s soccer game you probably say words like, goal, score, kick, throw-in, half-time…because these are specific words related to soccer.
- When you are talking to your partners about the topics from your informational reading you, too, need to use the specific words related to the topic.
- Today, I want to teach you that readers use topic specific vocabulary words to teach others.

### Teach

- I’m going to pretend that you are my partner. As I talk to you about my topic of “Royal Cats”, listen to how many topic specific words I use as I teach you about my topic.
- First I will read aloud from this section in my text. I will think about the words and phrases that are specific to this topic of “Royal Cats” and I will push myself to use them to teach you about this topic.
- Each time you hear me use a word that sounds as though it is topic specific, meaning, it’s a word that mainly is used when talking about this subject, I’d like you to put a thumb up, showing me that you heard a word used that is specific to my topic. I will ask you to list some of those words for your partner in just a moment.
- Watch me.
- Read page 24-25.
- Start teaching readers about your topic using specific words and phrases; ancient Egypt, pharaohs, King Tut, statues, Egyptians, cat-goddess, Mafdet, Golden head
- Watch for readers to give you thumbs up as you teach them about your topic and use topic specific words.

### Active Engagement

- Readers now turn and list together the words that were topic specific.
- Listen in to check in on the words students are picking up as related and necessary to the topic.
**Link**

- Readers, one of the best outcomes of reading lots of informational text is that we can increase our vocabulary based on the topics we have read about.
- But this won’t happen if we don’t use the words we have read and thought about in our conversations with other people.
- It is important to teach others about our topics by using the words that go with our topics.
- Now you will meet with your reading partner. Bring your books together. Pick a topic to teach. Partners, as you hear a topic specific word show your partner a thumb up. Then switch roles so that each of you get a chance to teach/talk and use topic specific vocabulary.

**Partnerships**

- Partnerships first today, independent reading second
- Plan to find a partnership to use as an example during the Share time.

**Mid-Workshop Teaching Point**

- Highlight partnerships that are using numerous topic specific vocabulary words in their teaching.

**After-the-Workshop Share**

- Readers, I have asked Sarah and Jamie to share a bit of their teaching so that we can listen to all of the topic specific words they were using in their conversation.
- When you hear those words, you can show that thumb up signal.
- Help readers add to their teaching using the Teaching Others chart from the resource packet.
- Reflect on the modeling of the partnership and allow partners to try adding gestures and a teaching voice in addition to topic specific words.
Lesson Plan

Session 15

Concept: Readers Fit Text Together to Teach Others

Teaching Point: Readers teach others about a topic they are studying.

Materials

- Each reader has a bag of leveled books matching their reading level and interest. Contents include: informational text containing text features and narratives “just-right” to be read upon completion of informational reading and mini-lesson assignment.
- If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or a strong alternative - informational books of different titles on same topics (rivers, vehicles, horses)
- Post-its
- notebooks
- Pencils/pens
- Chart paper
- Teacher’s conferring notes (clipboard/binder/tablet)
- Assessment Checklist utilized throughout unit – Materials Resource Packet
- Anchor Chart: Teaching Others about a Topic – Materials Resource Packet
- Cheetahs (True Books), Ann O. Squire
- Class chart:
- Ways Informational Readers Read with Power
- Enlarged copy or copies for each partnership of the excerpt from pages 29-31 from Cheetahs
- Enlarged copy and/or copies for each student of student chart for Session 10: Teaching Others about a Topic

Tips

- Teachers will ask readers to meet first as partners today and then move to independent reading.
- Watch for a partnership using topic specific words in their conversation to highlight during the after workshop share.
- Session 16 requires readers to have access to narrative informational text and hybrid text along with expository text. Teachers can organize books in crates on table tops or disperse these resources among readers or partnerships depending on quantities of text and students.
- Session 19 will refer to the read alouds listed below. Students are asked to think about the central message in text and how expository texts message may simply be Owls are interesting while the narrative informational text says something bigger or more profound. Read text before session 19.
- White Owl, Barn Owl by Nicola Davis
- Owls by Gail Gibbons
- Owls by Laura Marsh

Connection

- Readers, you are becoming experts on the topics you are reading about, and you have been sharing the information you are learning with others.
- Today I want to show you how you can teach others about the topic you are studying. To teach someone, you need to know the main ideas and key details. And it helps to use a teaching voice, the illustrations, and gestures as you teach others.
- Today I will show you how readers teach others about a topic they are studying.

Teach

- Preview, predict, and tap your prior knowledge of the fourth section in the book Cheetahs. Read the first paragraph on pages 26 and 27 aloud.
- Demonstrate how you teach others about the topic in the following ways:
  - Use your palm and fingers to list the main ideas and key details.
  - “Most cat species live by themselves; however cheetahs often live with other cheetahs.”
  - “Male cheetahs often live with other males
  - Female cheetahs often live with other females or cubs.”
  - Use a teaching voice.
  - Point to the illustration (page 27).
  - Use gestures (show the main idea and key details on your hand).
- Read the second, third, and fourth paragraphs on pages 27 through 29 aloud. Demonstrate how you teach
### Teaching Others about a Topic

- I can teach others about a topic I am studying in this way:
  - Determine the main ideas and key details of the section. Think about how the information is organized.
  - Use topic specific vocabulary.
  - Use my hand and fingers to help me keep track of the main idea and supporting details.
  - Use a teaching voice.
  - Point to the illustrations and text features.
  - Use gestures to make my point clear.
Lesson Plan

Session 16
Concept Readers read narrative informational and hybrid texts
Teaching Point Readers distinguish between narrative informational, hybrid informational and informational text.

Materials
- Each reader has a bag of leveled books matching their reading level and interest. Contents include: informational text containing text features and narratives “just-right” to be read upon completion of informational reading and mini-lesson assignment.
- If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or a strong alternative - informational books of different titles on same topics (rivers, vehicles, horses)
- Post-its
- notebooks
- Pencils/pens
- Chart paper
- Teacher’s conferring notes (clipboard/binder/tablet)
- Teacher’s conferring notes (clipboard/binder/tablet)
- Assessment Checklist utilized throughout unit (Resource Packet)
- The Moon and Cheetahs (True Books)

Tips
- This session requires readers to have access to narrative informational text and hybrid text along with expository text. Teachers can organize books in crates on table tops or disperse these resources among readers or partnerships depending on quantities of text and students.

Connection
- Readers, some of you have already noticed that you might be reading along in your informational book and in the corner of the text you see a little character, a worm or butterfly or elf who is talking to you about your topic.
- Or you have noticed that you are reading along and the information you are reading sounds more like a story, it appears to have a character, setting problem and solution…instead of being organized like a list of facts.
- Today readers, I want to show you how readers distinguish between informational and narrative and hybrid informational text.

Teach
- Plan to hold up representations of each type of informational text. The text sited in the materials section is to give ideas for varied titles within each type. Feel free to use others from your own personal collection.
- There are different types of informational text. I am going to explain how these books are alike and different from informational text. You need to listen and when I am finished with my explanation I will ask you to tell your partner what you have learned about each type of informational text.
- One type of informational text is the kind I have been using in mini-lessons throughout this unit until now. The book The Moon and Cheetahs are examples of informational text that list lots of factual information
throughout every page. These are called informational text.

- Another type is narrative informational – hold up picture book biographies that have been read aloud. These books look like any other picture book story. When I begin reading it...my mind sees that I am in a story...I see drawn pictures... (read page 1) and the words make me think about a character-Malala and other characters like her dad and the Taliban. I start to learn about Malala like I do in my narrative reading that she was the type of kid who liked school and learning but wasn’t allowed to go to school. She thrived in school and learned to speak 3 languages even though her own mother never learned to read or write. The words sound a lot like a story...and in fact it is...but Malala is a real person and this is in a way a story of her life or a biography. It will tell me facts about Malala, but the structure of the facts will be very much “story-like”. These narrative informational texts can be fun to read but you need to bring your strategies as narrative readers and informational readers together as you read them. Some of our Read and Wonder Books like Read and Wonder books like Flight of the Honey Bee are examples of this type of information text, too.

- Another type of informational text is called Hybrid text. These texts use a mix of informational structures with narrative structures. (Hold up) The Magic School Bus series – Inside the Beehive is an example of this type of information text and our Read and Wonder Books like Flight of the Honey Bee are examples of this type of information text, too. This informational text tells the STORY of a bees life and work much like the biography but it also gives informational facts – it’s organized in two ways narrative and expository.

- In each of these books, there are facts about the topic…but there are also elements of narrative text, like talking critters, poems to start the topic, a fantasy setting like a bus driving through a beehive. As a reader, you have to separate the facts from the fiction or made up parts. The characters might be made up, and people really can’t drive through a beehive but if I pay attention to all the facts and text features throughout the book, I will learn a lot of information about bees and their hives and honey. These hybrid texts can be fun to read but you need to bring your strategies as narrative readers like following characters and informational readers as you read them. In one story we come to see the bee as the main character and in the other story the characters are Ms. Frizzle and the students as the characters. Hybrid informational means the text is a little of both informational and narrative. In these texts, there is information for sure, but there are also parts that are very much narrative – having a story structure and possibly even make-believe- fiction.

**Active Engagement**

- Readers, I have placed all the examples here on my easel. Will you now please talk with your partner about the differences and similarities between these different types of informational texts?
- Turn and talk
- Listen in and coach. Encourage readers to explain and point to books and name them in an effort to share what they know based on the explanation.

**Link**

- Today readers, I’d like you to sort your informational books based on what you learned here. Think about the kinds of informational books you have and place them in piles on your desks. You may have a hybrid pile, a narrative informational pile and an informational pile.
- You might find that you don’t have any titles from one of the categories...and if this is the case...you will want to shop for informational books during our shopping times, with each of these types of informational texts in mind.
- Start your reading today with either narrative informational or hybrid text. If you find you do not have either place your name on a post-it note and leave it on the whiteboard for me to see.
- Teachers will want to take inventory of narrative and hybrid informational text and try to work these resources into the hands of all children. Even if it is only one text in that category.

**Mid-workshop Teaching Point**

- Lift up and label books readers have piled. Point out characteristics. Encourage readers to think about their piles based on the interruption.

**Partnerships**

- Have partners recreate their piles for their partners and explain why their books are the type they are based on their characteristics

**After-the-Workshop Share**

- Readers, no matter what type of informational text we are reading, we are always thinking about what is important and how all the text fits together.
- No matter the type of informational text, there is still a main idea to the chapter or sections and supporting details that help explain the main idea. There is still topic specific vocabulary. We still may have words we need to work through and or word meanings we need to find out.
We are constantly synthesizing or pulling together all that we are learning to understand what the author of the text wants us to understand.

So let’s not forget about all the note-taking, the structure locating, the pulling together of information. Make sure you continue to read with power as you tackle your narrative and hybrid informational text, too.

Ways Informational Readers Read with Power

- I preview, predict, and tap my prior knowledge before I read:
  - I read and check if the information matched my prediction.
- I pause and paraphrase information by putting it in my own words.
- I locate main idea sentences within paragraphs.
- I support the main ideas with key details from the text.
- I determine the meaning of unfamiliar vocabulary words from the text.
- I recognize the structure of informational text:
  - Description tells the characteristics of something.
  - Sequence tells the order in which something happens.
  - Comparison tells how things are the same and different.
  - Cause and effect tells why something happens.
- I teach others about a topic I am studying
- I distinguish between narrative informational, hybrid informational and informational text
Reading Unit of Study
Third Grade: Informational Reading: Understanding Expository, Narrative and Hybrid Informational Text, Unit 4

**Lesson Plan**

<table>
<thead>
<tr>
<th>Session</th>
<th>17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concept</strong></td>
<td>Readers read narrative informational and hybrid texts</td>
</tr>
<tr>
<td><strong>Teaching Point</strong></td>
<td>Readers use what they know about characters to study real people</td>
</tr>
</tbody>
</table>

**Materials**

<p>| | |</p>
<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>Each reader has a bag of leveled books matching their reading level and interest. Contents include: informational text containing text features and narratives “just-right” to be read upon completion of informational reading and mini-lesson assignment.</td>
<td>notebooks</td>
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<tr>
<td>If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or a strong alternative - informational books of different titles on same topics (rivers, vehicles, horses)</td>
<td>Pencils/pens</td>
</tr>
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<td>Post-its</td>
<td>Chart paper</td>
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<tr>
<td>Teacher’s conferring notes (clipboard/binder/tablet)</td>
<td>Teacher’s conferring notes (clipboard/binder/tablet)</td>
</tr>
<tr>
<td>Assessment Checklist utilized throughout unit (Resource Packet)</td>
<td>Assessment Checklist utilized throughout unit (Resource Packet)</td>
</tr>
<tr>
<td>Picture Book Biography: Electrical Wizard by Elizabeth Rusch – See Teach and Share</td>
<td>Picture Book Biography: Electrical Wizard by Elizabeth Rusch – See Teach and Share</td>
</tr>
<tr>
<td>Character Trait List from Unit 2</td>
<td>Character Trait List from Unit 2</td>
</tr>
</tbody>
</table>

**Tips**

<p>| | |</p>
<table>
<thead>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Teachers have been reading a biography or two before this session to refer to.</td>
<td></td>
</tr>
<tr>
<td>Revisit character unit charts here, to remind readers all that they know about studying character.</td>
<td></td>
</tr>
<tr>
<td>This lesson requires teachers to think about what pages they will use for demonstration and what pages they will use for the active engagement from their picture book biography.</td>
<td></td>
</tr>
<tr>
<td>The After the Workshop Share reminds readers of the importance of note-taking with boxes and bullets as a strategy to discern main idea and supporting details. If teachers feel an entire session should be devoted to this focus, turn the Share into a mini-lesson in addition to or instead of the current Share on a future day. The demonstration in the Share could easily be moved to a mini-lesson demonstration.</td>
<td></td>
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</tbody>
</table>

**Connection**

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<table>
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<tbody>
<tr>
<td>Readers, we have been reading different types of informational text.</td>
<td></td>
</tr>
<tr>
<td>One of those types is biography...the story of a person’s life. Typically these are written about people who have overcome challenges and found or create success.</td>
<td></td>
</tr>
<tr>
<td>When we read biographies we use a lot of the same strategies we’d use if we were reading about an interesting character like Harry Potter, or Percy Jackson, we notice their traits, motivations their challenges and how they overcome them.</td>
<td></td>
</tr>
<tr>
<td>Today I want to show you how readers use what they know about characters to study real people.</td>
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</tbody>
</table>

**Teach**

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>We’ve studied character already this year...just in our last unit. I pulled out some of our charts from that unit including our character trait list.</td>
<td></td>
</tr>
<tr>
<td>When reading a biography, the strategies we use will be the similar to the work of reading fiction and studying the character.</td>
<td></td>
</tr>
<tr>
<td>Listen to me read this excerpt from (Electrical Wizard or alternate Picture Book Biography) and think aloud as I use my strategies to study character.</td>
<td></td>
</tr>
<tr>
<td>Read aloud. Stop and think aloud inferring character traits and feelings by paying attention to actions and behaviors...I’ll be thinking about....motivations, challenges and how this character overcomes them.</td>
<td></td>
</tr>
<tr>
<td>Read page 1 and 2 stop and infer the kind of boy Nikola must have been – name character traits and motivations</td>
<td></td>
</tr>
<tr>
<td>Readers did you notice how I stopped and thought about how (Character) must have been (smart, curious and motivated to understand the way the world worked). These were traits of his when he was a boy. He also had challenges, like the time he wanted people to invest in his new understanding to build his AC machine...no one believed him, remember on page 10? Did he have a tantrum? Give up? Stop inventing? No...he sailed to America to pitch his idea to Thomas Edison! This shows that he was determined and confident.. Do you see how I am learning about Nikola Tesla, an important real person, from inferring based on his actions, interactions, his decisions and challenges? This is the same work we did in our character study.</td>
<td></td>
</tr>
</tbody>
</table>
### Active Engagement
- Now I’m going to read a portion of our Cesar Chavez biography that we are already familiar with. Let’s see what more we can learn about this character by thinking about his actions, behaviors, relationships and challenges. Remember the part starting on page 14 where Cesar learns he has the right to vote? He is asked to go door to door and tell people to register to vote. I’m going to start reading that last paragraph, “At first he was so afraid…” I would like you to listen and think about what more we learn about this character.
- Read until page 16
- Turn and talk. Name traits, think about his challenges and the ways he overcame them…what do we know about Cesar Chavez from his actions, decisions, relationships...
- Replay some of what you have overheard from listening to partnerships

### Mid-workshop Teaching Point
- Readers as I read narrative informational text, I am making a movie in my mind, just like I do when I am reading other narrative text, like realistic fiction or fantasy. I make a movie in mind and try to see the scenes of the character. The only difference is that I am aware that this character actually lived or is living and not from someone’s imagination.

### Partnerships
- Remind readers to share what they have learned about their characters.

### After-the-Workshop Share
- Teacher is using a picture book biography or Electrical Wizard
- Readers, I feel the need to show you how I might keep track of the main idea and supporting details in my narrative informational text.
- Let’s use the part I read for mini-lesson…I have enlarged it here on the smart-board. The chapter title is “Chapter One”. The title does not give me any idea about the MAIN IDEA. Let me read a little starting on page 1 and 2. This chapter is about Nikola growing up…or when he was a child. But it’s saying more than he was a kid. It’s telling me the kind of kid he was…let me think about this main idea….I’m thinking the main idea might be that Nikola Tesla was a curious and inventive child. Now I have to think about the supporting details to that main idea….well on e detail could be he was curious about the way electricity worked, another detail could be that he made a wheel to test water movement, another detail could be he began to notice invisible energy everywhere.
- Readers, do you see how I’m attempting to think about the important details related to Nikola growing up. I left out the part where he questions his dad, that he had a cat…these were details…but were they important to my main idea of Nikola being a curious and inventive child? Probably not.
- A differently worded main idea might be “Nikola Tesla grew up thinking about electricity”…I could then look back at all the details that supported this main idea...
- Turn and talk – What details support this main idea for chapter one. Count them across your fingers.
Lesson Plan

Session 19

Concept Readers read narrative informational and hybrid texts

Teaching Point Readers use stories and information to uncover the important ideas narrative/hybrid informational text teaches

Materials

- Each reader has a bag of leveled books matching their reading level and interest. Contents include: informational text containing text features and narratives “just-right” to be read upon completion of informational reading and mini-lesson assignment.
- If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or a strong alternative - informational books of different titles on same topics (rivers, vehicles, horses)
- Post-its
- notebooks

- Pencils/pens
- Chart paper
- Teacher’s confering notes (clipboard/binder/tablet)
- Assessment Checklist utilized throughout unit (Resource Packet)
- Electrical Wizard by Elizabeth Rusch
- White Owl, Barn Owl by Nicola Davis
- Owls by Gail Gibbons
- Owls by Laura Marsh
- Anchor Chart: Informational Readers (Resource Packet)
- Character Trait List from Unit 2
  http://www.readwritethink.org/files/resources/lesson_images/lesson175/traits.pdf

Tips

- Ask readers to bring one lesson learned written on a post-it to the share time.

Connection

- Readers, from the beginning of the year until now, I have been nudging you to think about what your reading is attempting to teach you about life. The reading we do should make us stop and think about lessons learned or different ways we will approach our days and experiences.
- Informational text requires the same stopping and thinking. It too, is attempting to teach.
- Today I want to show you how readers use stories and information to uncover the important ideas narrative and hybrid informational text teaches.

Teach

- When I think about the story and information of Electrical Wizard or Cesar Chavez? My mind is bursting with so many ideas about what could be learned if we are open to it.
- When I think about how Nikola was a young man who followed his passions...I’m thinking about the lesson of Do what you are passionate about and you will find success. But I’m also thinking about how he didn’t back away from challenges...he went to college, he worked with electricity, he invented a loud speaker, he never stopped thinking about electricity...he sailed across an ocean to a foreign country to share an idea! These actions have me thinking about the lesson that money doesn’t make people successful but determination does.
- Readers, are you listening to how the story and information in Electrical Wizard is nudging me to see life lessons?
- Just as I did in our character study, I am using the character and thinking about their actions and decisions and what they tells me about all people. I’m generalizing or stepping out of the text to think bigger than Nikola Tesla...I’m thinking about people in life.

Active Engagement

- Let’s try this with White Owl, Barn Owl. Let’s replay the text a bit and think about what the text is teaching us about life...I know it is teaching us a lot about owls, it is teaching us about how they nest...but I think it is saying so much more about people and all of earths living things in general.
- Think about the characters, Grandpa and the little girl, their actions and dialogue and think about what you have learned about owls. Fit this together, what is this book teaching us that is bigger than OWLS...it might start with “In life...” Or “People should...” or “Always remember...”...to form a lesson learned from the text.
- Listen in and coach readers to think big outside of the text instead of using the tiny details of the text.
- Replay lessons heard that serve as exemplars.
### Reading Unit of Study

**Third Grade: Informational Reading: Understanding Expository, Narrative and Hybrid Informational Text, Unit 4**

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<th>Link</th>
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<tbody>
<tr>
<td>Readers, today I want you to nudge your thinking towards the lessons your informational books are attempting to teach. There is an author behind each text...what do they want people to know about life or the world?</td>
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<tr>
<td>In our expository text like <em>Owls</em> by Gail Gibbons and <em>Owls</em> by Laura Marsh the central message or lesson might simply be “Owls are interesting or fascinating” because they are mostly teaching us facts about the topic.</td>
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<tr>
<td>But when we are reading narrative informational text there is much more of a message from the author. The author placed a granpa and a granddaughter in that text for a reasons...they wanted you to have warm loving feelings, didn’t they...and they told a story – with facts thrown in – so that you would envision the characters actions along with the facts and be able to step out the of the book and say... “I think this author wants me to know...”</td>
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<td>Write these big ideas on your post-its inside your texts. See if you have more than one idea inside a text.</td>
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<tr>
<th>Mid-workshop Teaching Point</th>
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<td>Read notes and name the process readers are using to uncover the big ideas or lessons from their narrative and hybrid informational texts.</td>
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<th>Partnerships</th>
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<td>Remind readers to share the big ideas and lessons learned referencing and rereading text as they talk.</td>
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<th>After-the-Workshop Share</th>
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<td>Readers, I asked you to bring a lesson learned from your informational reading today. I’m going to ask you and your partner to join another two partnerships, so that there might be about six of you in a group.</td>
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<tr>
<td>Each person will take a turn reading their lesson or big idea...let’s see if there are any similarities or mostly differences as we listen to the ideas you uncovered in your reading.</td>
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<td>Teachers should listen intently to see if there are any common lessons. These should be shared with the entire class. The readers of these common lessons might name the titles of their books so that readers can see that common lessons exist across varied titles.</td>
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## Reading Unit of Study
### Third Grade: Informational Reading: Understanding Expository, Narrative and Hybrid Informational Text, Unit 4

#### Lesson Plan

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<th>Session</th>
<th>20</th>
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<tbody>
<tr>
<td>Concept</td>
<td>Readers read narrative informational and hybrid texts</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Readers notice if there is an obvious point of view in a text</td>
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### Materials

- Each reader has a bag of leveled books matching their reading level and interest. Contents include: informational text containing text features and narratives “just-right” to be read upon completion of informational reading and mini-lesson assignment.
- If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or a strong alternative - informational books of different titles on same topics (rivers, vehicles, horses)
  - Post-its
  - notebooks
  - Pencils/pens
  - Chart paper
- Teacher’s conferring notes (clipboard/binder/tablet)
- Assessment Checklist utilized throughout unit (Resource Packet)
- “In Africa, owl activists work to overcome fear of reviled birds” [https://newsela.com/articles/southafrica-owls/id/11135/](https://newsela.com/articles/southafrica-owls/id/11135/) OR “Helping the Bee and it’s Habitat before the Food Chain Gets Stung” [https://newsela.com/articles/beehealth-strategy/id/10049/](https://newsela.com/articles/beehealth-strategy/id/10049/)
- New article enlarged for all to see or copies for partners to share “God Save the Queen” Bee [https://newsela.com/articles/florida-honeybees/id/5417/](https://newsela.com/articles/florida-honeybees/id/5417/) (See Active Engagement)
- Anchor Chart: Informational Readers (Resource Packet)

### Tips

- Teachers can also make references to other read aloud text that had an obvious point of view, whether those text were biographies, hybrids, or expository text. Make a point to meet in conferences and small groups to demonstrate the way authors and publishers work to move people’s thinking to a particular point of view. This is done through photographs, colors, fonts, word choice, text features and words included in the text.
- Teachers could continue this work, in read aloud with accountable talk and small groups, with text like What if There Were No Bees?: A Book about the Grassland Ecosystem By Suzanne Slade (Obvious Point of View). It is also referenced in session 21.

### Connection

- Readers, when you see a commercial on TV singing and hollering for you to “have a Coke and a smile” you know- it is obvious that the author of that commercial has a point of view – They believe you should drink Coke – it will make you smile. What they are not telling you is that it is loaded with sugar, is bad for your teeth and is filled with chemicals.
- Or when the commercial is showing you a family all fighting over a toaster waffle – we know that it is obvious that the author of that commercial believes that their waffles are so good that we should buy them. – Families are fighting over them…they must be fantastic!
- When we watch commercials on TV or YouTube those commercials are giving us a point of view. They want us to view their product as special or necessary, right?
- Informational text authors also come to their text and topics with a point of view.
- Sometimes their point of view is simple – they just want us to learn and know about their topic or find their topic interesting.
- But other times, an informational author wants us to think about a bigger issue or problem.
- They share a particular point of view about that issue or problem. They are hoping we will agree with their point of view.
- Today I want to teach you that readers notice if there is an obvious point of view in a text.

### Teach

- When we read the article on the South African Owls (enlarged for readers to see), there was a definite point of view wasn’t there?
- The author was sharing an issue in the world – people are afraid of owls and believe them to be messengers of death.
• Remember this part of the text where it said “These owls are just like any other birds,” she said. “It’s very bad to take the babies away from their mothers.” She explained that the mature owls would return unless the entry holes were closed and owl nesting boxes were installed nearby. Bagu looked unsure, but anything was better than having them in the attic.
• The author decided to include the Tendai Remwa, EcoSolutions’ manager’s comment about how it was “very bad” for people to take the baby owlets away from their parents.
• This author wants us to believe that leaving owls alone, to live in their natural environment is the right thing to do. The author’s point of view is that it is important that owls live — and are not disturbed.
• I can see that point of view in what is printed in the article. I can also see it in the Title and subtitles, too: (point to subtitles)
• Project Teaches Children How To Care For Owls
• He Was Nervous At First, But Now He Loves Owls
• Owls Help Solve Rat Problem
• When I fit the title in with the subtitles and what is printed inside the article I come away with the idea that owls are important in solving rat problems and need to be cared for and protected. This is an obvious point of view.
• This is certainly ONE point of view, isn’t it?
• But who are we not hearing from?
• The people who have owls living in their attic, right?
• Having Owls living in your attic might present some problems...and yet...we are not hearing about the problems created by owls living in a family’s attic, are we?
• This article has a definite point of view – to like, love, and care for owls – to see them as helpers.
• Many of your informational text also come with points of view. The authors of the text you are reading want you to think about the topic in a specific way. Maybe they want you to be impressed, scared, worried, or just fascinated about their topic. As a reader of informational text, we need to be thinking, “What is the point of view of this author?”

Active Engagement
• Now I want to read to you another article. I want you to pay attention to the title, sub-titles and part of the text.
• I want you to think about the point of view of this author.
• Ask, “Does this author want me to think a certain way about this topic?”
• You will turn and talk to your partner after viewing the article and listening a bit. Read a portion, not all.
• Listen in and coach as needed.
• Who are we not hearing from? Whose voice is not heard? Turn and talk.

Link
• Today, readers, I want you to pay attention to the point of view of your authors. If you are reading a text and you notice it is obvious from the title, sub-titles, and text that an author wants you to think a certain way about a topic, I want you to write that on a post it and stick that post-it on the front of that text.
• It might look like this...Demonstrate writing quickly the point of view of the author and placing on the previous read aloud or article. “The author wants me to think...” Could think aloud and demonstrate with a couple texts quickly to show that this is a natural part of thinking.

Mid-workshop Teaching Point
• Highlight readers who have jotted point of view next to their reading to share with their partner.

Partnerships
• Conference with reading partnerships as they talk about the points of view of their authors. Do they agree? Do they have a different point of view? How does the author “sell” their point of view?

After-the-Workshop Share
• Readers, we are coming to the end of our informational unit. You have learned so many strategies for being strong informational readers. Let me remind you that as information is presented to us on a topic we are always attempting to pull everything we know to do and everything we know about that topic together to fit together the greatest understanding.
• We need to use all of our strategies most of the time to really draw conclusions about our topics.
• Even though we are learning about a topic, the authors point of view might differ with our own – based on our experience or knowledge on the topic or even previous reading.
• Sometimes, once we hear a certain point of view on a topic it makes us want to find out the other points of view on that very same topic or issue.
- This is when informational readers start to research and compare and contrast what they are learning from this text, and this other text and this other text.
- We will come back to informational text and research in a future unit of study. You will need to remember to bring all that you have learned these past weeks to that future unit of study.
Lesson Plan

Connection
- Readers, today is a celebration of all your efforts and work in reading informational text.
- I want to show you how readers celebrate the reading and learning from informational text by sharing all they have learned on a topic, person or event.

Teach
- When I think about all the informational text I have read throughout this unit some of them tug at me a little more than others. I connect with some better than others. I want you to think as I do and ask yourself, of all I’ve read about, what topic, person or event did I connect with most?
- If I ask myself that question, I think I would still be holding Electrical Wizard? and What if there were no Bees? In choosing these titles, it doesn’t mean that I didn’t learn from the others, I did. But personally, I was really interested and connected to these other two titles.
- It is the topic of honey and the person Nikola Tesla that I think I learned the most about.
- I’m going to now use my independent reading time to prepare some of my notes so that I can share the most that I can about these two topics with my reading partner.
- I might look over what I have already written on these texts, or I might make a new Main Idea and supporting details page, I might skim and scan parts to think about the lessons or big ideas from these texts so that I can share these, too.
- Demonstrate with one of the books taking some quick notes and thinking about what you can teach based on all that you have learned and the “Teaching Others about a Topic” anchor chart.
- Readers, I want you to revisit the topics, people and events you connected with most and plan to share these with your partner.

Active Engagement
- Think to yourself for a moment about all you have read about. Is the topic you are connected to the most still in your book bin? Will you need to find the text? Did you take notes on this text which included the main idea, the big ideas and could you retell about it and add inferences?
- Think about what you need to do to prepare for the talk with your partner.
- Just give thinking time.

Link
- I am going to give you about 20 to 30 minutes to prepare to talk to your partner. If you need to find a text, because it is no longer in your reading bin, do so quickly. Otherwise, make another choice.
- I will leave extra time for partnerships and refreshments after our independent work time.

Mid-workshop Teaching Point
- Showcase the way readers are preparing to talk to their partner.
**Partnerships**
- Allow readers to share all that they can. Partnerships could combine with another partnership and listen and share again.
- Listen in. Compliment.

**After-the-Workshop Share**
- Offer refreshments over a conversation with the class as to how they felt about the informational unit. Ask them to think about what was easy for them to do and what is still challenging.
- Remind them that we are always making new goals with work left to accomplish.
- Teachers will want readers to write a quick reflection stating a new goal with a focus on informational reading and what they have learned as informational readers. See Materials Resource Packet – Informational Unit Reflection.